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ABSTRACT

This series of seminars and meetings was designed to build on the success of the Pilot Project 2000 carried out in collaboration with NORDINFO (Nordic Council for Scientific Information) and the University of Latvia. It was structured to provide four dimensions: visits to schools and District Resource Centers to provide background material to the facilitator from some of the best models in the country; seminars to encourage teacher-librarians and principals to become aware of the components of a modern School Library and Information Services Program; strategic planning seminar with the Latvia School Library Association to grapple with its changing role and activities for the coming year; and meetings and discussions with leaders at the Ministry of Education and various faculties of the University of Latvia. Contents of this report on Project II are as follows: Executive Summary; Rationale; Aim of the Project; Methodology; Background for the Discussions; Definitions; Components of a Modern School Library and Information Services Program; District Resource Center Services--Observations; Seminar for Managers, Teacher-Librarians and Principals; Ministry of Education Discussions; Latvia School Library Association Board Members Developing the Strategic Planning Process; Infrastructure and Networking Discussion Meeting; University Administration Meeting; and Recommendations. Supplemental materials and information that includes guidelines and forms are provided in several appendices. (AEF)

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UNIVERSITY OF LATVIA

CONTINUING EDUCATION CENTRE

and

NORDINFO
(The Nordic Council for Scientific Information)

LATVIA
SCHOOL LIBRARY & INFORMATION SERVICES DEVELOPMENT

PROJECT TWO

A Report prepared

by

Gerald R. Brown
Facilitator

May 2001

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to the many people who assisted with translations during the extent of this project,

And to the members of the Latvia School Library Association and
the various members of the Latvian library, education and information services
community for their assistance and encouragement.

The object of teaching a child is to enable the child to get along without the teacher.
We need to educate our children for their future, not our past.

- Arthur C. Clark

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1. EXECUTIVE SUMMARY

The education of youth is the most significant industry in any country. The youth are the future of the nation and the hope for growth, change and creativity. It is Society's obligation to ensure that these young learners acquire the skills necessary to accomplish new and exciting goals for the nation, coupled with a distinct appreciation of the culture and history of its past.

> ***"A school's image of its library is a measure of what it thinks about education. The school that sees education as something it does to students may have a small, attractive library, well patrolled but largely unused. That school which thinks of education as something it helps students to do for themselves will have a large, active, busy library with students moving about, learning from books and other sources, from each other - creating an atmosphere of people in pursuit of something." (Harold Howe II, U.S. Commissioner of Education, 1982)***

This series of seminars and meetings was designed to build on the success of the **Pilot Project 2000** carried out in collaboration with **NORDINFO and the University of Latvia.** It was structured to provide four dimensions:

(1) visits to schools and District Resource Centres to provide background material to the facilitator from some of the best models in the country;

(2) seminars to encourage teacher-librarians and principals to become aware of the components of a modern School Library and Information Services Programme;

(3) strategic planning seminar with the **Latvia School Library Association** to grapple with its changing role and activities for the coming year; and

(4) meetings and discussions with leaders at Ministry of Education and various Faculties of the University of Latvia.

The Pilot Project 2000 Report was used extensively in all sessions as a key reference tool. It is anticipated that this Report 2001 will become a strong supplement in future training programmes.

Some of the most powerful interactions were accomplished when individuals were reminded of what research reports about **Learning retention and learning styles.** Coupling this with the unique component in the **SLIS model: Independent Learning Skills,** and providing opportunities to explore the scope and sequence list in detail, along with some practical activities had great impact on the group. These facets of the changing role of teacher-librarians in education generated considerable discussion.

Based on the above activities, the following summary observations can be added to the Recommendations, Section 15.

1. Many educators are seriously examining the pedagogical and methodological approached currently used in their classrooms. They are interested in re-focusing the teaching-learning process to a child-centred approach. They are concerned

about how these transitions can be affected with the least disturbance and disruption in the system.

2. Opportunity for professional staff to have release time to re-train and practise their new skills in comfortable and supportive environments is a high priority.

3. Funding to support innovative and experimental projects in collaboration with post-secondary institutions is seriously needed.
   There are Administrators who would be willing to take the risk involved in such experiments.
   Other administrators would like to have supportive funding to help staff become more familiar with successful projects in the various regions, and to transfer these methods to their schools.

4. The development of Regional or District Resource Centres as professional development training centres was encouraged by many local leaders. With limited funding, the sharing of resources under competent DRC leadership trained with new methodologies, could facilitate significant changes in school programmes.

5. The changing role for the teacher-librarian will make significantly different demands on these personnel, on the SLIS facilities and collections, and on their interaction with the teaching staff. This dimension of the educational service needs strong leadership, and both moral and financial support and understanding from the MOE, Regional Officers and School Principals.

There are many fine aspects of education currently occurring in the Latvian system. The opportunity to develop a quality school library and information service as the vehicle to make teaching more efficient, and student learning more effective has great potential. As result of these two projects, there are capable educators in the community who are animated to help the system implement these changes, and their energy and leadership can be harnessed for new growth and development

2. Rationale

At the present time, there appears to be a vacuum in Latvian education with respect to the role of the modern school library & information services programme in the total education process. There is no representation in the Ministry of Education (MOE) with this portfolio, nor as a portion of any other related discipline.

The Latvia School Library Associations (LSBA) is a group of informed and dedicated professionals who are trying to create an awareness of their role and function in the system. They need to be encouraged and guided to develop systematic plans of action, in order to use their time and energy most efficiently and effectively.

The University of Latvia Centre for Continuing Education for Librarians (CEC) is strategically located to reach the various stakeholders in this awareness development process. There is a need for training, advisory assistance, and network building in the human and electronic areas. Professional assistance in developing the needed skills can be provided through training and mentorship. It is important that practical work be done in the field to harness the energy that is available and to focus it on the stakeholders who can bring most strength to the information networking concepts.

As a result of the observations and feedback from the first Pilot Project, it is quite apparent that the concepts of research skills, independent learning skills, and information learning skills are being embedded in the curriculum or the pedagogical methods used in most school with modern school library programs in other parts of the world. In some areas in Latvia, there appears to be a reluctance to accept the concept of individuals becoming independent learners responsible for managing their own content by developing relevant skills. This resistance may have an ideological basis, or it may be related to the age and experience of the teachers and administrators.

In order for SLIS personnel to help the administration and staff to move in child-centred new directions, it has been suggested that the above concepts might be better accepted if the concepts are linked together under a new label such as Managing Information Competencies. This name does not link the ideas solely with the traditional library programmes, but allows for a movement to more modern programmes which involve the teachers and teacher-librarians in the planning and delivery of both process and content learning.

To achieve this stage of development, it is necessary to train some leaders to become trainers in the field with colleagues and peers. The original training needs to be done in a laboratory type setting where individuals can try a variety of approaches. By the time the workshops are completed, it should be possible for the participants to replicate similar presentations in their various regions.

The opportunity for teachers and teacher-librarians to work closely with their principals in exploring these new concepts and methodologies is a high priority. It is also imperative that discussions be held with leaders across the fields of education,

computer science and library and information services to assess the directions for infrastructure development. As these discussions take place, individuals gain a broader understanding of the need for both human and electronic networks, and the place of staff training in making these networks viable.

3. Aims of Project II

The following were the expressed aims of Project II:

1. To mentor the Latvia School Library Association on techniques to develop a Strategic Planning process, and to evolve a plan for the coming two years.
2. To facilitate visitations to District Resource Centres and schools in Jelgava, Liepja, Daugvapils, and Riga, and to follow-up discussion and interviews with the seminar participants from the initial Pilot Project, with special attention to school principals, local regional and information councils.
3. To prepare and present a seminar for the Teacher-librarians jointly with their Principals on the implications of Managing Information Competencies for their school library information services staff and programme, and the kinds of support needed from the administration to put these ideas into practice.
4. To engage various levels of Faculty and Administrators of the University in discussions related to Managing Information Competencies for teachers in pre-service education training programmes, and as a mode for instruction in various Faculties.
5. To involve leaders from across the country, and various levels of administration in discussions of ways to enhance their local infrastructure and the related information networking in their jurisdiction through collaboration among, schools, Teacher Advisory Centres, public libraries, and other government or NGO related agencies.
6. To meet with Ministry Curriculum Development Officers and writers, regarding the role of School Library Information Service personnel in modern school library and information services programmes.
7. To work with local teacher-librarians to develop scope and sequence matrices of related independent learning skills / research skills for use in the school setting, and as a framework for integration of computer literacy into classroom programs.

To assist in meeting these objectives, Gerald R. Brown, a facilitator / consultant / researcher, who had worked on the Pilot Project 2000, was invited to facilitate discussion in various groups.

4. Methodology

A second **proposal** was submitted to NORDINFO by Dr. Iveta Gudakovska to obtain financial assistance to undertake these activities.

Funding for the complete project was not provided. Revisions were made in the scope of the project in relation to the funding available. The "Aims" of the project have been adjusted to reflect these shifts in priorities.

A second collection of SLIS resource materials to be used in carrying out the seminars were provided by the consultant. These materials were left with the School of Library and Information Science for further advanced continuing studies by students in the programme, and by individuals in the community who wish to upgrade their expertise. A list of these materials appears in **Appendix 16.2** Some of these items were also identified for translation as time and funds are available.

Outlines and related resource materials for each of the proposed seminars were submitted in advance by the facilitator to enable translation of the materials for use in the sessions. This was a particularly helpful approach, and speeded the progress of the sessions significantly.

Site visits were conducted as part of this project also. The emphasis was on District Resource Centres in Jelgava, Leipja and Daugavpils; specialized schools in Jelgava, Riga and Jurmala; and regular schools in Leipja and Daugavpils

Discussion at each of these sites included the broad vision of school librarianship, the integrated role of independent learning skills / managing information competencies skills, and the networking responsibilities of leaders in each jurisdiction. Presentations were made as appropriate in response to local requests.

A special bonus again this year was the attachment of high school students as translators for some of the sessions. These students were very impressive in their skills and their ability to the topics under discussion.

Some discussion of the various services and locations will appear in a later section of the report.

Seminar sessions were offered to teacher-librarians from across Latvia. These dealt with the framework for SLIS, the components for a SLIS program, steps in implementing such a program, and the changing focus to **child-centred education** with the introduction of **Managing Information Competencies.** The new roles for the library staff were discussed from various aspects. This session was opened on the third day to Principals from the schools represented. The discussion focused on MIC, child-centred learning and how the principal could help the teacher-librarian adapt their current SLIS to this new focus.

A meeting with Officers from the **Ministry of Education** and the Latvia School Library Association was informative and encouraging. The changing role for school library personnel was examined in depth, and recommendations for advocacy roles by both groups were drafted.

The **Latvia School Library Association** arranged to have 24 officers and regional representatives attend a full day seminar on Strategic Planning. Many aspects of lobbying, brief presentation, and public relations were explored. The group were very enthusiastic workers.

A full-day seminar on **Infrastructure for the Networking Process** was undertaken with representation from National Library, University of Latvia Library, Faculty of Computer Science, District Resource Centres, Public Libraries, Special Schools, and Teacher-librarians. Useful areas of interaction were explored, and plans for follow-up action were generated.

To close the project, a meeting was held with representatives of **University of Latvia Administration, Faculty of Philology, Faculty of Education,** and several doctoral students. The purpose of the meeting was to review the scope of these two projects, to discuss the progress made, and to review the recommendations for the report. This was a valuable interaction.

Based on the above activities, a series of **Recommendations** have been drafted. They have been reviewed with the Project Director, the Director of the Library School, and other members of the University Administration. They will appear as part of this final report. (Section 15)

I t must be noted that this project would not have been possible without the wonderful assistance of some very fine **translators.** Their support has been invaluable. It has been a useful learning experience to work with these talented and capable people. It is especially wonderful to see the skills with which the high school students acted in this capacity.

5. Background for the Discussions

Since the Report for the Pilot Project has been translated, and printed copies were available to all participants, the contents of that report were used for background discussion in all aspects of this project.

Reference was often made to selected sections in the **Pilot Project Report 2000** as new material was shared, or concepts elaborated by the group. Many aspects of program implementation and stages of maturation were discussed. Visual representations using the triangles were used for this purpose.

Retention Rates

To focus attention on some aspects of pedagogy, the research conducted by **Gary Phillips (1987)** was used with the group. It is based on a study **of retention rates by various kinds of learning.** He found that after one (1) month, the subjects would remember:

Retention Rates One (1) Month after Instruction

14 % of what we heard

22 % of what we saw

42 % of what we saw and heard

70 % of remembered life experiences or created life experiences that related to either left or right brain activities

83 % of what was converted into action and feedback or experientially managed information

91 % of what we taught to somebody else.

Many people in the group responded that they were aware of this information, but that they had not taken it into consideration in their own instructional processes. The strongest reason for not changing was "that people do what is most familiar to them", and "most people teach as they were taught". These two ideas are powerful controls on any change in education. In the transition to modern school library and information services program, these may be the most difficult attitudes to change.

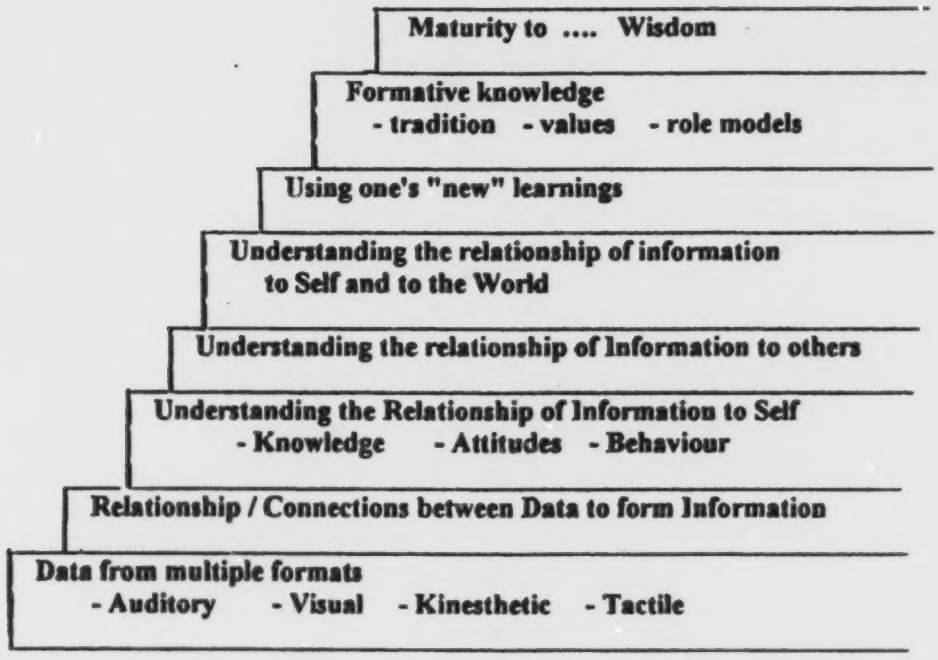
What is Learning ?

Discussion with the seminar participants generated the following chart with respect to the information overload that is pouring at students, teachers, and citizens from the various media formats.

The principles in "Learning Retention Rates" was also referenced to the **SLIS Programme Components,** chart from Report 2000, Appendix 5.3 (page 73). Each of the components was considered, and implications for developing independent learners were considered. The participants began to consider the need for a shift to more child-centred learning in terms of modern education. At the same time, retention of community values, awareness of role models for youth, and preservation of cultural traditions are important dimensions as change in both society and education was explored.

Many opportunities were taken to investigate practical applications of the concepts under discussion. Participants were encouraged to consider the implications of their learnings for themselves, their colleagues, and their community. Change is a slow

process. Pre-requisite to any change is an understanding of why change is needed. This must then be followed by a clear vision of 'what we are changing to" so that we can appreciate the new directions. Some elements of change strategy and change theory were modeled for the group in presentation and small group activities.


Maturity to .... Wisdom
Formative knowledge
- tradition - values - role models
Using one's "new" learnings
Understanding the relationship of information to Self and to the World
Understanding the relationship of Information to others
Understanding the Relationship of Information to Self
- Knowledge - Attitudes - Behaviour
Relationship / Connections between Data to form Information
Data from multiple formats
- Auditory - Visual - Kinesthetic - Tactile

6. Definitions

All definitions in **Report 2000**, pages 55 - 60 were frequently referenced in these seminars. They were considered basic to all discussions.

Some additional definitions were also added by the group as they related to the discussions.

Databases

An organized collection of information for a specific use. It may be in either print or electronic format. Print forms are often referred to as directories. Electronic forms for use in schools are often 'compact disks with read only memory' - CD - ROMs which can be examined, read and manipulated on a computer with a CD ROM reader.

Homepage

A home page is a document intended to serve as a starting point in an electronic hypertext system such as the World Wide Web. It is often referred to as the start page, and may be the entry page for a set of Web pages or other files in a Web site.

Internet

This is a worldwide collection of electronic networks and gateways that use specialized protocols to communicate with each other. They connect a host of high-speed data communication lines between major host computers or nodes. They link thousands of computer systems for governments, commercial, education and other systems to route messages in the form of electronic data.

The genesis of the Internet was a decentralized network called ARPANET created by the US Department of Defense in 1969 to facilitate communications in the event of a nuclear attack.

Currently the Internet offers a range of services to users, such as FTP, electronic mail, the World Wide Web, and others.

Intranet

A network designed for information processing within an organization. Its uses include such services as document distribution, software distribution, access to databases and training.

The Intranet is usually only accessible within the organization (e.g. school use only)

Web page

A document on the World Wide Web. A Web page consists of an HTML file, with associated files for graphics and scripts, in a particular directory on a particular machine. Usually a web page contains links to other web pages.

Web Site

A group of related HTML documents and associated files, scripts and databases that are served by an HTTP server on the World Wide Web. These documents generally cover one or more related topics and are interconnected through hyperlinks. Most web sites have a home page as their starting point, which frequently functions as a table of contents for the site.

The World Wide Web is an electronic connection of many web pages on may web sites.

7. Components of a Modern School Library & Information Services Programme

The following chart re-printed from the previous report is one of the main tools for the discussions in these seminars. It is intended to focus the attention of all

participants on the total vision for SLIS in the school. Around this framework all other activities can be re-fashioned.

For a discussion of the components the reader is referred to pages 12 - 15 in the **Pilot Project 2000 REPORT**

School Library & Information Services Programme Components

8. District Resource Centre Visitations

Arrangements were made to visit several District Resource Centres. The following were included in this project:

Jelgava School Board Teachers' Advice Centre 02 May 2001
School Board Officer ..... Gunta Auza
Director of Centre..... Sarmite Viksna
Librarian ..... Linda langenfelde
Translator ..... Skaidrite Bukbarde
School Librarian ..... Laima Ozolina
Student Translator .... Laura Majore

Liepja School Board District Resource Centre 03 May 2001
School Board Chairperson .. Ludmila Molcanova
Librarian ..... Irine Stale
Translator ..... Marite Tarziers
LSBA Representative ..... Linda Langenfelde

Daugvapils District Resource Centre 04 May 2001
Director of Education
Librarian ..... Jelena Stankevich
Student Translators ..... Anastasia Piskunova
..... Alexander Pinksa

8.1 Organization

The organization of the DRC varies according to the needs of the local community. They are established by the local municipality or School Board and funded from their own resources. The size of the centre and the number of staff members varies greatly. Some centres were located directly in the school board offices, or in close proximity to them.

8.2 Priorities:

All the DRC visited were established to

- provide professional resources to the teachers in the district,
- distribute educational information
- facilitate professional development
- to initiate program changes in pedagogical and/methodological approaches
- provide backup support to the people in the schools.
- provide office space for consultative staff

8.3 Staffing

1. Professional staff housed in the centre varied greatly, but usually included some combination of the following (under widely varying nomenclature) frequently included were :

Director of the Centre, with consultative personnel in areas of:
Librarian & Information Specialist
Pre-School / Early Childhood Education Elementary Education
Humanities Education Science & Technology Education
Pedagogical Specialists Methodological Specialists
Textbook Supply Specialists Administrative Support
Research Officer Projects Manager
Technology Co-ordinator

2. There appeared to be only limited clerical support for the staff members working in any of the DRC.

3. There were no references to technical support teams in the area of media design and production, audio and video services, electronic technology maintenance personnel, specialized printing services, courier or delivery services.

8.4 The DRC Librarians' roles varied but usually included

1. collection development and management,
2. providing information support for all teachers in methodological matters,
3. accessing both current and retrospective professional resource materials using print, magazine and electronic formats,
4. organizing professional development training sessions for the teacher-librarians in the district,
5. maintaining liaison with library operations in other districts and with the professional association,
6. working with the Director and other consultative staff to establish and implement the priorities and goals of the a Professional Development Plan of Action for the year,
7. acquire specialized resources which would be too expensive for individual schools to purchase, or which would only be used in some schools for short periods of time. These materials would be purchased centrally on the advice of specialist consultants or departmental subject groups in the system. Samples of the kinds of materials included in this category would be video collections, models, kits, multiple copies of resource materials.
8. assist in the publishing and distribution of items of interest in
   - newsletters or bulletins;
   - reprint materials of particular interest to a group;
   - obtain permission to translate materials of a unique need;
   - compiling and collating lesson activities or "idea books" shared by teachers in a common subject interest, grade or level
9. making available laws, regulations, policy documents from the Ministry, as well as Annual & Statistical Reports for the district for general public access
10. technology support services for the centre, Board Office, and to the schools.

8.5 Co-ordination

In the DRC s visited, the responsibilities for the staff was one of an advisory or consultative nature. While some co-ordination of programmes was noted, this was mostly done by way of 'influence' rather than by 'authority'. Leadership skills were being wisely exercised to involve the teachers in determining what was needed, and deciding how it could be accomplished.

Since the DRC staff did not have clerical or technical support, there were fewer occasions when tasks were initiated that would need this kind of production support. On the other hand , some excellent examples of District-produced material was noted.

The DRC is ideally situated to influence change in education. With staff who are held in high regard by their peers, who provide quality professional support to the teachers, and who have access to the latest information and techniques, these leaders can be an in-estimable strength to the Director of Education.

In times of restraint, there may be temptations to reduce the 'overhead' from central office. However, in the longer term, these services can be the 'glue' that help changes take hold, and help teachers adapt and adjust to the new patterns and directions.

For reference purposes, documents listed in the **Appendix** and under **Documents Provided (16.2)** were shared with the hosts, with participants in the seminars, and at several meetings. They included:

Canada. Burnaby. ***Marion Learning Resources*** (brochure) (16.10)
Canada. Vancouver Island. ***The Role of the District Resource Centres*** (16.9)
Jarvey, Dean. ***The Changing Role of Centralized Instructional and Materials Centres in Alberta.***
Canada. Surrey Teacher Centre (brochure) (16.11)

8.6 Conclusion

It is highly recommended that the role and function of effective District Resource Centres / Teacher Advisory Centres / Regional Information Centres be developed to serve all sections of the country. They can be a powerful and economical vehicle for change.

Consideration should be given to encouraging these DRC developments by both permissive and enabling legislation and funding for continuing support, especially in the area of staffing.

DRC should be used for decentralized training programmes in all curriculum, technological and methodological theoretical and practical presentations from local practitioners as often as possible. change, including

9. School Visitations

The following schools and other post secondary institutions were visited. Discussions were held, and observations were shared directly with the participants. Information from these visits was used as background preparation for the seminars later in the project.

Riga Graduate School of Law — 30 April 2001

Head of Library	Ligita Vasermane

Janis Rozentals Riga Art College — 02 May 2001

Director	Edgars Verpe
Assistant Director	Ilze Zunde
Librarian	Dace Balode
English Teacher / Translator	Natalija Barkane
LSBA Representative	Linda Langenfelde
Project Co-ordinator	Iveta Gudakovska

Latvia Agricultural College

Bibliographer	Sarmite Linde
LSBA Representative	Linda Langenfelde
Student Translator	Laura Majore

Liepaja School No. 15 — 03 May 2001

Principal	Maija Neimane
Librarian	Ilva Ermane
District Librarian	Irine Stale
LSBA Representative	Linda Langenfelde

Daugvapils Secondary School No. 13 — 04 May 2001

Chief Librarian	Valentina Oborska
Librarian	Lidita Rudenko
Student Translators	Anastasia Piskunova
	Alexander Pinkas
LSBA Representative	Linda Langenfelde

Daugvapils Secondary School No. 15 — 04 May 2001

Principal	Iosel Dunavetsky
Librarian	Elvira Skromane
Librarian	Elvira Lovale
Student Translators	Anastasia Piskunova
	Alexander Pinkas
LSBA Representative	Linda Langenfelde

Daugvapils Gymnasium No. 1 04 May 2001
Director of Education
Principal
English Teacher / Translator
LSBA Representative ..... Linda Langenfelde

International School of Latvia 18 May 2001
(in Jurmala)
Principal ..... Sally Hadden
Assistant Principal ..... Bert Bedford
Teacher-Librarian ..... Diana Legzdina

9.1 Scope & Observations

The above schools provided a selected representations of the current state of education across the country. In each case, the administration provided a brief tour or the school, described the philosophy and activities of the school, and then arranged a visit to the school library.

Unfortunately the schools had not had an opportunity to read the **Pilot Project Report 2000,** and were not prepared to discuss their current SLIS programme in terms of the *"Components of a Model School Library & Information Services Programme"* or the *"Programme Assessment Checklist"*. However, useful discussions were held, with on-site recommendations being made in some areas. **Space, Staffing, Collections and Philosophy are the major issues in every setting !**

The **observations** recorded (p. 16 - 31) in the **Pilot Project Report 2000** are all quite valid for these schools. It is urged that these schools should receive a copy **Report 2000 & 2001** for use as a working tool in preparing their Plan of Action for the coming year.

There is a distinct and obvious need for much closer **collaboration between the library units and the technology units** in all these schools. Information and discussions in this Report Section 10, would be helpful for these library staff members and their Administrators.

It is urged that MOE, LSBA and / or CEC initiate **regional seminars** as soon as possible with Administrators, their teacher-librarian and technology staff to deal with the content and processes of a modern SLIS programme as described in Section 10.

There are teachers and Administrators in some of these schools who could be persuaded to embark on some **SLIS pilot / experimental / model / research projects** with associated Pedagogical Academies. The MOE would be wise to encourage such initiatives. The DRC SLIS officers are encouraged to take leadership in encouraging such pilot projects and proposals.

10. MANAGING INFORMATION COMPETENCIES:

Administrative Leaders Seminar & School Library Personnel

10.1 Participants for the seminar were invited from each of the following constituencies:

Selected school administrators & their school library personnel
Other administrative leaders from Ministry of Education
Curriculum Officers from Ministry and Regional Offices
Representative from LSBA and Headmasters' Association

10.2 Attendance included:

Dzenija Dzirkale-Malavkina	Aizkraukle Secondary School No. 2 Head of Media Centre
Inta Dzelzkaleja	Bauska Secondary School No. 1, Librarian
Anta Rudzite	Bauska Secondary School No. 1, Director
Anita Antonova	Jekabpils Night School, Librarian
Aelita Berzina	Jekabpils Night School, Director
Linda Langenfelde	Jelgava School Board, MIC Librarian
Ilga Voite	Karsava City Gymnasium, Librarian
Ausma Zoldnere	Latvian School of Culture, Head of Library
Zaiga Apinite	Lizums Secondary School, Librarian
Janis Lagzdhalns	Marupe Secondary School, Director
Ilga Maizele	Marupe Secondary School, Librarian
Aija Tomsone	Ogre District School Board
Rsma Zaikovska	Ogre Gymnasium, Vice Director
Sandra Obodova	Riga Secondary School No. 100, Librarian
Inguna Raituma	Talsi Gymnasium, Director
Liksma Sokolva	Talsi Gymnasium, Librarian
Ija Lasmane	Ventspils Night School, Director
Inese Ozola	Ventspils Night School, Librarian

10.3 The seminar was held for 2 1/2 days, 08 - 11 May at the Continuing Education Centre

10.4 Objectives for the Seminar were:

1. To present an overview of an integrated model for school library & information services (SLIS) development
2. To explore the information competencies that need to be developed by teachers with students to implement new directions in curriculum
3. To explore the changing role for the school library personnel
4. To discuss the role of the principal in orchestrating change in the SLIS program
5. To provide a "Managing Information Competencies (ILS): Scope and Sequence" document for use in school curriculum development
6. To encourage a teamwork approach to developing a school MIC / ILS plan of action

7. To solicit stakeholder support in developing an advocacy programme for modern school library & information services. (SLIS)

10.5 Introduction

To initially set the framework for discussion, the participants were asked to brainstorm the following topics. The purpose was to provide the facilitator with some perceptions of the issues that group identified as important, and to encourage individuals to share their views. In each case the material generated is reported here in random order.

10.5.1 Changes that have occurred in Latvian Society over the past ten years

- Automation and technological changes
- Revisions in Education Law: What direction are we going ?
- Laws related to library and information development
- Building restoration issues
- Expanding cultural exposure
- Changes in the economy: up and down
- Stratification of society: rich and poor - no middle class
- Transportation infrastructure needs
- Communication systems
- East wall vs western wall
- School attendance issues
- Sports: Success and salaries
- Role models
- Bankruptcies considered as 'cheaters'
- 'Ideals' being lost in the shifts

10.5.2 Changes in Education in Latvia over the past ten years

- Chaos: old standards to process learning
- Evaluating levels of current knowledge
- Fees rising for university entrance
- School needs related to dollars for support
- Private schools are beginning to emerge
- Standards for new programmes
- Textbooks: Chaos - content, quality and quantity
- Salaries for Leaders or Specialists turned over to the schools e.g. hobbies, choirs, clubs
- Projects in other countries e.g. Denmark
- Costs for school renovations e.g. heating
- Computer access : free, but popularity and demand make it very difficult for teachers and teacher-librarians to get access for training
- Teachers developing their own programmes

- using own resources
- related to teacher's adaptability

- Shortage of teachers
- Lack of incentives to change

10.5.3 Changes in School Librarianship in Latvia

- Funding for material, staffing, facilities is very limited
- Support from Directors is needed
- Automation is popular
- Philosophical change (?) to what
- Fear of changing role demands
- Need for re-training
- Need for specialized training
- Need for model programmes
- Need for support & leadership from Ministry
- Staff development funds are limited
- Motivation to change

10.6 Philosophical Framework

To guide the learning of the participants, material that had been generated in the Pilot Project Seminars was shared at this time.

Each item was discussed, and the implications for a modern programme were considered. Among the documents used were: (Page numbers are from the Pilot Report)

"Education Begins with a Vision" p. 64-70
"Programme Components p. 73
"Career Ladders p. 74

In addition the material from the **Background section (5.1 & 5.2)** in this report were used to help frame the considerations and implications.

The following list summarizes many of the concepts from the above presentation and discussions:

10.6.01 A School Library is a PLACE WHERE ....

1. children **learn how to solve their own problems** / questions / needs

2. teachers take students to **practise problem solving skills**

3. teachers and teacher-librarians work as a team to help students become successful **independent learners**

4. the joy of **reading for pleasure** is created and nurtured for all ages

5. **information can be organized** so people can find answers quickly and easily, and where there is a trained person to help with these searches

6. individuals and groups can learn and practise using **new technologies** as tools for their personal skill development and learning

7. students can **make materials** that show that they have the skills to organize new information and ideas, can draw conclusions, and can demonstrate a change in their knowledge, attitudes and behaviours

8. teachers can get help to teach their subjects or courses, and can learn how to use **alternative teaching methods** with a supportive colleague

9. resources and information can be obtained from places **outside the school**

10. people can go easily and quickly to the information centre which is near the **centre of the school**

11. large quantities of materials can be **systematically arranged** to support the regular teaching curriculum, so that students can get them quickly and easily on their own

12. people **feel welcome** to come and enjoy the pleasant working conditions and inviting environment

13. people can know that they will be able to find **current information** on topics of particular interest to them

14. technology for the school is **housed and co-ordinated**, with an individual in charge who knows how to use the tools, and who is willing to help teachers and students learn to use these tools as a regular part of individual learning

10.7 What is SLIS [a school library and information services] programme ?

The SLIS programme is the **educational component** of what happens in the space designed for the school library in collaboration with the activities in the classroom.

The programme is driven by the curriculum needs of teachers and students. It is designed to relate resources to teaching and learning styles for both individual teachers and the unique needs of each student.

The programme is managed by a teacher-librarian who is part of a **teaching team**. The role is being re-defined as follows:

1. **planning** between two individuals to ensure that the content needs are met for the student whether in the classroom or in the library, and by either of the team members

2. **designing** projects, assignments, units or activities that will ensure that the students develop the appropriate skills to be successful in completing the learning

3. **sharing the preparation** of materials for the activity, in the form of handouts, worksheets, study guides, pathfinders, bibliographic style sheets, and website lists

4. **ensuring** that the appropriate **space** has been scheduled for the students to be able to work uninterrupted for as many periods as is necessary to complete the activity

5. **sharing the teaching** in the classroom, in the library, with large groups, small groups and individualized situations

6. **mentoring** by teacher-librarian to the teacher and or students as needed

7. **providing feedback** to students at appropriate times as they work through their activity, and also as part of the final assessment process.

The teacher-librarian has a role in **evaluating** the success of the project from the point of

appropriate use of resources,
achievement of students to meet the information skills required for the project
completeness of students work at various stages of the project
quality of the finished product
content, in collaboration with the teacher

The teacher-librarian has an obligation to ensure that the SLIS is organized and managed in such a way as to make these education and learning options possible. This requires that all the management activities must be completed without prejudicing the professional time and space to the student needs.

10.7 Resource-Based Learning

Putting all the pieces together in this vision of a SLIS programme demands many skills on the part of the teacher, the teacher-librarian and the administrator. Some jurisdictions have chosen to refer to this type of teaching as "resource-based learning". It introduces a new concept in school librarianship. It removes pressure from teachers who may think that the teacher-librarian is being critical of their pedagogical approach. This approach changes the focus of the teaching and learning process from the teacher-centred approach to the child-centred approach.

"Resource-based learning" [RBL] is a philosophy of education and a methodology for teaching and learning. It involves the achievement of both subject and information literacy objectives through exposure to and practise with diverse resources. Students become active learners as they use a wide range of materials to investigate subject material prescribed within their classroom curriculum. Teachers and librarians become prime motivators and facilitators in the learning process and provide the initial subject impetus which drives students to seek information and become creative problem-solvers. The end result is that a "learning culture" is fostered as a climate of active and productive learning is encouraged within the school.

Two essential features of resource-based learning are :

(1) its flexibility in terms of adaptability to different learning styles and subject areas, and
(2) its promotion of student autonomy.

Students learn to develop information literacy skills through formal and informal practise with tasks requiring information from an array of resources. Use of multi-media teaching aids by the teacher does not qualify as resource-based learning. It is students who must work with resources to learn about topics through their experiences of **problem-solving** as they piece together information strands to formulate meaningful knowledge about a subject. Increased **autonomy** results when students have opportunities to:

- **identify what they know about a topic;**
- **clarify what they need to find out and learn;**
- **learn where to look for information;**
- **understand how to record information in note or equivalent forms;**
- **evaluate the information they have found for accuracy and relevance;**
- **determine how they will present their findings to demonstrate a change in knowledge, attitude(s) or behaviour(s)**
- **assess their level of success with information-seeking strategies and processes**

Resource-based learning involves **active participation** with multiple resources (books, journals, newspapers, multi-media, websites, community, people) where students are motivated to learn about a topic by trying to find information in as many ways and places as possible. Encouraging students to direct information-gathering patterns when an information goal is achieved. Resource-based learning is student-centred and operates on the premise that students learn by doing and making meaning as individuals. This learning experience mimics real life in targeting the learner as the routine information hunter and interpreter who constructs knowledge by problem-solving with information tools.

For additional material on this topic, participants were referred to the website of the Canada. Saskatchewan. Ministry of Education and the Saskatchewan School Library Association at:

http://www.stf.sk.ca/ps/ssc/ssla/4thr.htm/

In summary, the Saskatchewan Education (1987) document defines Resource - Based Learning as:

> **Learning / teaching in which students develop knowledge, skills and understandings by using a wide variety of print, non-print, electronic and human resources.**

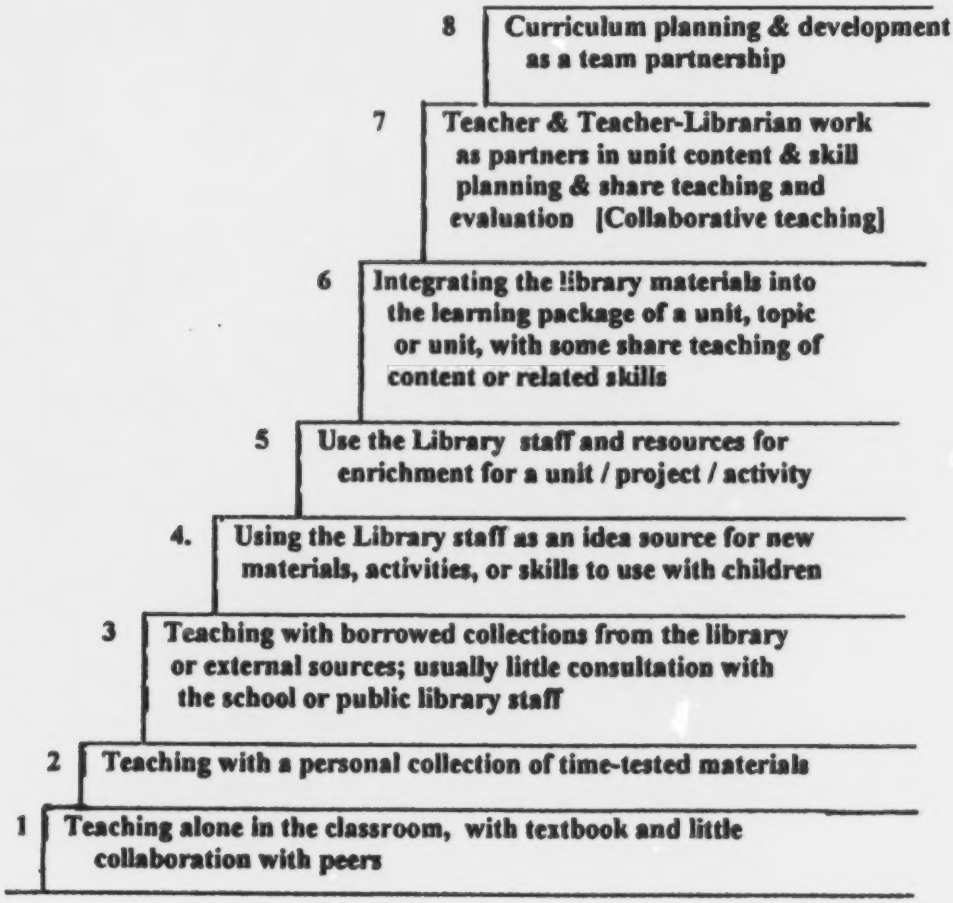
10.9 Pedagogical Comparison chart

Some consideration was also given to characteristics of the different approaches to instruction and learning that are implied by the Resource-based learning approach as it fits into the total SLIS model.

Teacher - Centred Learning	Child - Centred Learning
Teacher gives the questions	Children generate their own questions with teacher guidance
Teachers provide the correct answers	Teacher guides students to discover a strategy for discovering information appropriate to ability and need Teacher ensures that students develop systematic approach to research or problem solving processes
Teachers give information Teacher provides a textbook	Child is guided to find information in alternative sources, and to compare the findings, and to draw conclusions
Teacher prescribes content and form for assignments	Teacher / student determine the criteria for evaluating the content, process, and format of final product
Teacher designs the evaluation tools	Systematic feedback is provided as the project proceeds. Peers are encouraged to participate in evaluation of the presentation and content of the final product.

10.10 Integrating SLIS and Resource-Based Learning

This topic generated considerable discussion. The following "Taxonomy of Change" is an attempt to show the steps, stages or transition which demonstrate the change in a classroom teaching programme and a SLIS programme as Resource-Based Learning approaches are implemented.


8 Curriculum planning & development as a team partnership
7 Teacher & Teacher-Librarian work as partners in unit content & skill planning & share teaching and evaluation [Collaborative teaching]
6 Integrating the library materials into the learning package of a unit, topic or unit, with some share teaching of content or related skills
5 Use the Library staff and resources for enrichment for a unit / project / activity
4. Using the Library staff as an idea source for new materials, activities, or skills to use with children
3 Teaching with borrowed collections from the library or external sources; usually little consultation with the school or public library staff
2 Teaching with a personal collection of time-tested materials
1 Teaching alone in the classroom, with textbook and little collaboration with peers

Education consists in people helping each other discover
what lies within each person
and
assisting each other in making that potential manifest in living.

T. E. A. M = Together Everyone Achieves More.

BEST COPY AVAILABLE

10.11 Managing Information Competencies

The success of the modern SLIS programme is directly correlated with the ability of the teacher-librarian to **collaborate** with the teacher in determining what skills the students will need to be able to work independently on their studies, projects, units or activities. The manner in which these two partners cooperate to plan learning activities that will ensure the student's success will be a measure of the sophistication of the SLIS programme.

There are literally dozens of information literacy skills models available. Individual educators have developed some. In the US and Australia, many states have begun to create their own models. Some are commercially available. Others are readily available on the Web.

10.11.01 Components of MIC (ILS)

When one compares the various models, it becomes apparent that there are many similarities. The Information Literacy Models normally include the following components:

Component 1:

Clarifying one's question / problem / topic
Determining what is already known about the problem
Defining what kind of information might be needed
Considering sources for information
Developing a research plan
Dividing up the work if working in a group

Component 2:

Finding the information in various sources
Analyzing the information to see if it is relevant
Grouping materials together on a similar aspect of the topic
Reviewing group process skills and activities

Component 3:

Reading the information
Understanding the information
Considering if the information is pertinent
Extracting the pertinent information
Organizing the information
Seeking relationships, making inferences, drawing conclusions

Component 4:

Recording, reporting, demonstrating new understandings
Sharing information with others
Demonstrating changes in knowledge, attitudes and/or behaviour(s)
Evaluating one's own production and presentation
Participating in peer evaluation processes
Offering and accepting constructive feedback

A useful Comparison of Information Skills Process Models can be found on the websites at the following address:
http://big6.com/comparison_chart.gif/

10.11.02 Working With a "Skill List"

For the purpose of discussion, and to get the participants working with a sample skill list, the Canada. Winnipeg School Division No. 1 document entitled: Independent Learning Skills: Scope and Sequence Vol. 1 was presented in translation for use by the group. A copy of the document appears in the Appendix 16.3of this Report.

The participants were given the above kind of framework orally, using the Winnipeg Model headings of

LOCATIONAL SKILLS
ANALYSIS SKILLS
COMPREHENSION SKILLS
SYNTHESIS: RECORDING, REPORTING
AND DEMONSTRATION SKILLS

Next they were given a collection of skills which students might need to become independent learners. In small groups, the participants were invited to categorize the skills according to the above headings. Considerable discussion occurred with respect to where things belonged, and why. The group was reminded that 'the reason for putting a skill in one CATEGORY over another is related to the THOUGHT PROCESS that would be used in applying the skill'.

10.11.03 Feedback on Working with a Skills List

.1 It was interesting to note that a number of people were not familiar with some of the skills, nor how they would be applied in a school setting. Of particular interest were the 'Comprehension skills' listed as

Critical thinking skills
Group discussion skills
Organizing information, using appropriate patterns
Reaching tentative conclusions bases on the information discovered

Excellent resource material can be found on the website for these topics along with the concept of graphic organizers, at

http://www.techlearning.com/db_area/archives/WCE/archives/guhlin3.htm
or
http://www.sdcoe.k12.ca.us/score.actbank.tfish.htm
or
http://big6.com/enewsletter/archives/spring00/guhlin.html

.2 Some individuals were concerned that more reference to electronic media were not used. It was pointed out that there could be a section for electronic production skills, or they could be subsumed under "Produce related materials appropriate to method of presentation." This will be an area that needs further examination as local skill lists are developed or adapted.

.3 It is apparent that there will be need for more in-depth study of the contents of this or other similar skill lists. Discussion will be needed on how these skills can be introduced and taught in the context of particular learning activities. Samples and models of presentation and student involvement will be needed. Working with peers in controlled situations until confidence is gained is important. Support from teachers in planning such activities is imperative.

More observations were shared when the principals joined the group, and these are reported in section 10.15

.4 Reference to the "Taxonomy of Change" chart at the beginning of 10.10 in this Report was made several times, with illustrations of how one could work with teachers using these skills in various contexts.

.5 Several samples of bibliographic format guides that could be used at various grade levels were also illustrated. Several activities involving concept web or concept mapping were also used with the group.

What is popular is not always right;
What is right is not always popular.

10.12 Integrated Skills Development: Cooperative Planning & Teaching

The component of a SLIS programme that INTEGRATES these several dynamics: Resource-Based Learning, Managing Information Competencies, and the related Organization and Administration functions is **COOPERATIVE PLANNING AND TEACHING (CPT)**

Dr. Ken Haycock has compiled some of the most compelling **CPT research documentation.. He states:**

"Collaborative planning requires a knowledgeable and flexible teacher-librarian, with good interpersonal skills and a commitment to integrated information literacy instruction, and the active support of the principal."
(See Appendix 16.5 for a more complete listing of research to support these ideas.)

Unit Planning Form: Discussion Guides

A template / form was provided for participants to use in their practise work. This work was done in small groups, based on topics that were selected by the group. The material was shared on large charts around the room, and subjected to various inspections.

The Unit Planning Form appears in Appendix 16.6

Unit Form Discussion Guides

The following observations are provided as guides for people wishing to re-examine the template, and to use it in their own planning process.

Functional Level:

At the outset it is always wise to identify the particular levels at which the students will be working. While the teacher-librarian is expected to be familiar with all the students in the school, it is not always possible to be aware of special needs or special skills.

This is a good time in the process to work with the teacher to sort out how the students might be grouped to work effectively in dyads, triads, or other combinations. It is helpful to identify who the group leaders might be. This is a good time to determine whether the students have worked in groups previously, and what level of group dynamic skills they have mastered.

Similarly, the reading levels for different members of the group can be noted so that appropriate materials might be arranged for special needs.

A. TOPIC:

Is it the intention of the teacher to assign a broad topic?

Will the sections of the topic be determined by the teacher in advance, or with the students in discussion ?

Will the students be randomly allowed to choose whatever section of the topic they wish ?

Will it be possible for the teacher-librarian to participate in this discussion in order to be aware of the scope of the topic, the depth to which the instructor wishes the students to probe, and the variations in sections within the topic ? This is the time when the teacher-librarian can offer some suggestions about the availability of material in order to manage several sections of the topic at one time.

The use of the **concept webbing or concept mapping** is an excellent way to explore the student's understanding of the topic before sections are assigned. This could be done in the library or in the classroom, with the librarian in attendance.

B. MATERIAL

Will the discussion on the topic be held far enough in advance so that the teacher librarian has time to

- check the shelves for adequacy of appropriate material ?
- pull the material for a "reserve section" if the quantity is limited ?
- contact the public library to obtain material from them if possible ?
- alert the public library that such a topic is in the planning stage ?
- review the type of print and electronic reference material that will be needed to respond to the anticipated questions ?
- identify websites that would be particularly relevant to the topic ?
- obtain resource material from alternative sources outside the school in advance of the project ?
- recommend that some part of the project may need to be modified if the resources are not available to make it a success ?

Is it possible to have some students assigned (such as the pre-selected group leaders) to help the library staff in the search for materials for the topic,

- to see if these students have search location skills that can be effective for a broad topic of this kind ?
- to speed the process of identifying if there are enough materials already in the collection to respond to the needs ?

If these students could not handle the search effectively, there may be need for some specific teaching with them, as well as with other students in the class before the project is undertaken. e.g. use of indexes, periodicals, or automated card catalogue.

C. CONCEPTS TO BE DEVELOPED

This section needs to be outlined with the teacher, so that the teacher-librarian is aware of the expectations for the students.

It is quite feasible that this outline can be given to the students in advance so that they will understand the depth to which they are expected to explore the topic.

Some teachers like to do this section with the students under the headings of:

What do I already know about this topic ?
What do I need to find out about this topic ?
What skills of analysis do I expect would be appropriate for this topic ?
Which group process skills do I need to concentrate on for this project ?

D. KEY WORDS

If brainstorming or concept webbing is undertaken with the class, these words will be introduced by the teacher, and / or collectively by the students. This is an excellent time to ensure that the students understand the meaning of the words, or to take time to help them grasp the meaning of the word in context or with a glossary or dictionary appropriate to the subject.

The teacher should be encouraged to suggest "search terms" that would be 'specific' and 'direct' for the students in the automated catalogue (OPAC) or on the Internet Search Engines.

The teacher-librarian should be able to recommend which Search Engines have been most successful with other student groups, or in personal searching.

E. WORKING VOCABULARY

If there are specialized words or terms that are needed in order to discussion or express the concepts, these should be identified here.

Some teachers will use these for "Spelling Activities" around the time of the project.

These two sections on "Vocabulary" are especially important for any students who have reading or writing difficulties.

TIME ALLOTED

This is the place where the scheduling of library time must be determined.

The scope of the project will determine the amount of time needed by individual, groups and classes of students to complete their research, writing and or production.

It is always wise to plan for more time than you think the project will actually take.

Have the students been given some specific time lines:

e.g. Ideas for the project approved by ____(date)___
Information searching /notes completed by _____
First draft due by _____
Completed assignment due by _____

F. TYPE OF PROJECT

Before the project is assigned, it is critical that both the teacher and the students are aware of what the resulting project will be: written, oral, multimedia presentation, performance or others.

How will the synthesis be Recorded, Reported or Demonstrated to the group ?

Will there be grading or evaluation undertaken as the project progresses ?

e.g. Will students be expected to turn in a 'Research Plan ?

Will marks be given for the notes taken and the accompanying bibliographic records that are kept progressively through the project ?

Will there be any credits for the quality of group work and group dynamics as the project progresses ?

How will marks be assigned for group presentations ?

Is it possible to submit a completely visual presentation ?
What is the bibliographic format that will be required ?
What will the role of the teacher-librarian be in evaluation of the project ?

G. INDEPENDENT LEARNING SKILLS

Skills do not happen by osmosis. They must be taught. They need to be practised. They need to be re-enforced.

It is important for the teacher and the teacher-librarian to determine at the beginning of each (or at least each new year), the scope of skills that are anticipated for the particular class. However, it may be that other skills will need to be addressed as the year progresses.

The scope of the topic, the content to be addressed, the ability of the students, and the experience of the students with the research process are all factors that need to be considered in selecting the skills that need attention. One wisely limits the number of new skills in any project. Several skills can be reviewed at any one time. Several skills can be re-enforced.

Since the skills are cyclical and cumulative, it cannot be assumed that once taught, the skills have been mastered. A skill may be needed at a more sophisticated level in a secondary school than it was in elementary school. This is particularly true for the "Comprehension skills"

One must continually be reminded that the focus for the skills is on the child's ability to manage his / her own learning. It is important that the student be successful in working with new skills, as well as the previously learned ones. Growth comes in slow steps. Maturity comes with mastery and confidence.

H. RESEARCH OUTLINE OR STUDY GUIDE

Many teachers use this section to provide additional guides to the students. Sometimes they are in the form of guiding questions, topical outlines, chronological guides, comparison charts, time lines, and reminders about checking in at various stages of a project.

A sample of an "Animal Rights Pathfinder" was shared with the group as a kind of tool that could be generated for any topic to help students and teachers see the scope of a topic, and identify the location numbers quickly for the resources needed.

Some samples of study guides can be found on the Websites at

Big6 Assignment Organizer
http://www.standrews.austin.tx.us/library/Assignment%20organizer.htm
or
How to Effectively Organize a Paper
http://www.bgsu.edu/departments/writing-lab/how_to_effectively_o.html

or
Research Guide for Students, by L Lee
http://www.geocities.com/Athens/Troy/8866

ORGANIZATION OF UNIT

These topics are designed to remind the planners that they have complimentary roles and responsibilities. By outlining the plan at this stage, they can be more effective. As two people do more work together, these sections become much easier to detail.

Skills Teaching: This can be designated to one person, or shared by both according to the situation. It must not be left in limbo. Someone must be responsible. And the skills need to be clearly delineated on the previous page.

Research Groups: Who is in the groups ? Why ?
How are they different ?
What are the expectations for the groups ?
What level of group management skills do they have ?

Discussion Groups: Where will these groups be held ?
How are the group maintenance tasks assigned ?
Who monitors the groups ?

In **Summary,** this template / form provides many opportunities for collaboration and teamwork. It requires time and communication. IF these aspects are shared, the outcome will be an exciting learning opportunity for all concerned. This is an example of strategic planning and teaching in action.

**Strategic teaching means making deliberate,
informed decisions about the best tools to use
for each learning task and to reach each learning
outcome of a curriculum ..."**
Success for All Learners, p. 6.3

A strategy is a plan that students use to manage and learn processes and information.

The thinking behind the strategy is what is important.

Students will gain a repertoire of strategies that will lead to independent thinking and learning.

Strategic Teaching and Learning is ...

Interactive ... **students interact with the material**

Collaborative ... **students have opportunities to process information and ideas in pairs, in small groups and in large groups**

Reflective ... **students reflect on their learning**

Metacognitive ... **students are encouraged to think about how they learn and how they think**

10.13 Practical Implications: Discussion Topics

10.13.01 Timetables or Schedules

At least four stages of access to the SLIS facility and staff were considered. These patterns will evolve as more teachers become part of the collaborative planning process.

1. Incidental use by individuals as needed. This is a common practise now, and should mean no change in access to the library.

2. Scheduled or assigned time by the administration. This may be a way to accommodate "numbers" in the library, but it will not necessarily fit with the need for students to work on projects that have been planned with the teacher-librarian.

There may be times when certain groups need to scheduled for orientation activities, or special sessions related to new processes, new equipment, or new

resources. These should be for shorter periods during the terms, so that the library can be accessible to more students more often.

It is important however, that times be allocated for the exploration of literature with young children and their teachers, and this can be planned with an appropriate Literature and Cultural Appreciation component in the SLIS annual plan of action for a school.

3. Planned class time in the library can be arranged to make it possible for the students to have enough time and space to work on a project in some depth.

3.1 There may be times when the whole class and the teacher come to the library to work with the teacher-librarian.

3.2 At other times, only a part of the class may be assigned to the library to work on particular skills and a part of their project, while the teacher manages the rest of the students with special attention on another section of the topic. This is a particularly good approach if the quantity of material for a particular topic is limited.

4. For some projects, a block of time is needed to effectively handle the skill development and the research aspect of the project. The teacher-librarian and the teacher should be able to set aside blocks of time that are appropriate to both. In this way the project can be completed in a shorter period of time, the students will have a sense of more immediate completion and satisfaction, and the teacher will feel that the project has been managed in a reasonable time frame.

5. Planning for use of the library space is part of the negotiation with all the staff. As they come to understand the instructional role of the SLIS staff, and the collaborative nature of work, they will see the advantages of a more flexible time table.

6. As projects are planned carefully, the most efficient use of limited space can be managed with appropriate time table management. It is important that the projects be successful. Then the teachers will be advocates for greater library space, resources, and staff.

If at first you don't succeed,
Try, and try again,
Each time another way.

10.13.02 User-Friendly Libraries

The ways in which SLIS facilities and services can be made attractive and user - friendly. It was pointed out very quickly that the most important item in this regard is the ATTITUDE and DEMEANOUR of the teacher-librarian. However, some other aspects were also noted

1."It Pays To Advertise"

- Signs to show where things are located. Staff time should not be absorbed by repeating directions to individuals for regularly needed items. The signs should be clear and direct.
- Hours of service should be posted prominently outside the entrance, as well as inside.
- The Classification Scheme used in the library should be clearly displayed, and smaller versions should be readily available in bookmarks or pamphlets at the circulation desk
- Floor plans can be produced in brochures for the users, and may be part of the student and new teacher handbooks that some schools produce each year.
- "How to use" services should be written out on charts or in brochures, with visualizations if appropriate (for all age groups). Students can be very helpful in working out these details, and producing the draft copies.
  [Some teachers might be encouraged to assign certain aspects of this work as an assignment. e.g. how to use the automated catalogue; a CD ROM; etc

2. Speedy Service

- Develop more "self-help" processes
- Adapt "Signing out" for checking out borrowed items that students can do themselves (esp. with automation)
- Use pre-stamped date due cards instead of stamping each book
- Apply call numbers on the back of books to speed location and re-shelving
- Use volunteers to help with circulation, shelving, book repair, moving of audio visual equipment, publicity materials
- Initiate standardize organizational patterns between feeder school libraries
- Use copy machines, and copy cards (compatible with public library)
- Investigate a unified borrower's card in a region for schools, public & Post secondary institutions such as the University. library
- Use bar codes readers (scanners) and automation of circulation system which students can operate themselves
- Increase the number of computers in the library for student use
- Manage of the CD-ROMs stack server from the SLIS workroom

3. Be an approachable person

- Be consistent in applying the rules
- Be open to some reasonable discussion and negotiation
- Be seen to be fair in handling situations
- Be a friend who can be trusted in confidence

- Show respect for other people's feelings and ideas

4. Be flexible, and be aware of how changes are coming in the system

5. Be knowledgeable about developments in education, and willing to share this information with the principal and peers

10.13.03 Automation of the Card Catalogue

Several times the topic of automation of the card catalogue was raised as an issue. A serious discussion of the current use of the catalogue revealed that it was used very little by students, rarely by teachers, and occasionally by the teacher-librarians. Some question was raised over the cost effectiveness of a tool, which is taking large amounts of staff time to create for the amount of use it receives.

The following observations were compiled and shared.

1. Until the books on the shelves have call numbers on the spines, students will have difficulty accessing the material quickly. Similarly it takes more time to re-shelve them in this state.

2. Before the collections are automated, a serious "weeding" must take place to remove inappropriate material from the collection. Criteria for weeding should be established across the region, and within the school. Multiple copies of text book material should not be entered into the catalogue records.

3. When the bar code label is attached to the book, a call number bearing the same classification number and author letter(s) as is entered into the automated record should be applied to the spine of each volume.

4. Principals should be encouraged to participate in a discussion with the District Librarian (or group of librarians) to consider the most efficient and effective way of carrying out the automation processes. Schools should not be expected to do all the work on their own. This is much too expensive in staff time.

   4.1. The district should hire, contract, or release one (1) teacher-librarian to become the expert in school library automation and on-line public access catalogue (OPAC) development.

   4.2. This person, with the advice of the teacher-librarians in the system, should establish some back guidelines and cataloguing standards for implementation.

   4.3. This person, with the assistance of clerical or technical support, should then work in the largest (or most comprehensive library) first to develop the

beginnings of a union catalogue data base. While on this site, the local staff should be instructed in the processes that are being use, and trained on how to use the OPAC and Circulation Modules with their staff.

4.4. Then, using this database, the Cataloguing Project should move to the next school, complete the process for the duplicates in that collection [which could be as high as 75 % + of the collection], and add the unique titles to the database.

4.5. The similar pattern should be followed until all schools in the system are converted. This will produce one large database for the whole region, district or jurisdiction. This database will have the unique location identifiers for each school.
At the conclusion of the project, the whole database could be re-produced on a CD-ROM, with updates produced on a regular basis from the district office.

4.6 With appropriate advance planning, this database could be shared in a network arrangement with the Public Libraries and other related agencies in the local area. It could also be distributed to the National Library, although this is likely to be of limited use at that level.

4.7 As each school is added to the Cataloguing Database Project , there should be an expectation that the database be mounted on the in-school computer network for access in all parts of the school, computer laboratory, administrative offices, and teacher preparation areas.

4.8 If an alternative method of automation is selected, then each school should be expected to mount its OPAC on the school home page so that it can be accessed by other schools through the Internet website access.

4.9 The focal point for producing an OPAC is to enable the students and staff to have more complete and speedy access to the resources of the school. It is of utmost importance that this principle be kept in mind when any decisions are being made for implementation.

When the heart is committed and passionate,
You can find a 100 ways to do something.

When the head does not own the idea,
It can find a 1000 reasons why it will not work.

10.13.04 Personal Skill Dimensions Needed in Leadership Roles

The following Personal Skill Dimensions required for effective performance in leadership roles were reviewed. Individuals were encouraged to use this is a personal checklist to see where they needed to strengthen their own repertoire.

Problem Solving	Judgment	Organizational Ability
Decisiveness	Leadership	Sensitivity
Stress tolerance	Oral Communication	Written Communication
Range of Interest	Personal Motivation	Educational Values

10.13.05 Positive Self Concept

When changes are occurring around one in the workplace, there is often a sense of personal inadequacy. It is important at this stage, that individuals check the symptoms, and take steps to re-enforce their personal strengths. It is at times like this that peer discussion groups can be very helpful. Professional associations can also help fill this function if meetings are held frequently, and in various parts of the country.

The following summary was shared.

People who have positive self concepts exhibit the following kinds of behaviour:

1. They act independently and autonomously.
2. They maintain personal integrity.
3. They co-operate without feeling they have surrendered.
4. They trust their hunches and persevere, sometimes even when there seems little hope.
5. They approach new tasks and new people with the expectations they will be positively received and that they will be successful.

Summary:

Individuals with a positive self concept see themselves as wanted, liked, accepted, able, dignified, worthy, competent, creative and dependable. Because they see themselves in these ways, they as act if it were true. That is the kind of teacher-librarian that is wanted in Latvian schools today.

10.14 The BIG SIX Skills: Information Problem-Solving Approach

In the **Pilot Project Report**, reference was made to the BIG Six Process developed by Mike Eisenberg and Robert Berkowitz (p.35 - 26).

This is an excellent process. Teachers who are introduced to it find it to be a very helpful guide in designing student research activities, and in guiding students to successful products.

Unfortunately there is not sufficient time to investigate this process as part of this seminar. It is suggested that the Continuing Education Centre should present this BIG SIX Process as a series of seminars for teachers and teacher-librarians in the neat future. It can be effectively done, with practical applications in about 20 sessions for 2.5 hours each over a fall or winter term. This course is much less effective if it is done in a condensed fashion. Practise and group sharing is an especially important aspect. This course should be given for credit to pre-service teachers also.

A suggested course outline is provided in the Appendix 16.4

Some parallels between the Big Six and the processes used in this seminar were observed by the participants as:

1. Clarification of the problem is the number one issue which students need to address when they do a research project or any information seeking activity.
2. Determining what is already known is important to developing a research plan of action by the student
3. Understanding that specific skills apply to certain kinds of learning and investigation
4. Skills need to be taught in the context of the current and specific need
5. Teachers have very positive response to these instructional methods. They are awakened to a new dimension and structure for using the library and other information sources.

For individuals who might wish to examine the Big Six in greater detail, and begin to use it in their classroom setting, the following web site is highly recommended.

http://www.big6.com/lessons/integrated_problem_solving_model.html

10.15 Principals as Change Agents using MIC / ILS

The last half day of the seminar was shared with principals from the various schools from which the teacher-librarians had come. This was an opportunity for them to learn as a team and work as a team.

10.15.01 The teacher-librarians assisted in presenting material and information that had been developed and discussed during the previous two days of the seminar. This included sections on

Learning Retention
What is Learning ?
Education Begins with a Vision
Components of a SLIS Programme

Opportunity to discuss and clarify the *key concepts* in each section were taken as the session progressed.

10.15.02 To introduce the Managing Information Competencies / Independent Learning Skills Scope and Sequence,

1. A brief presentation was made on its purpose and value.
2. The principal and teacher-librarian worked as a team / dyad.
3. They were to identify the skills that a student would need to complete a particular grade and subject (as assigned by the facilitator
   e.g. Grade 7 History; Grade 9 Science; Grade 5 Latvian Literature).
4. Their selections were compared with another team working on the same assignment. Much discussion followed.
5. The assignment was repeated with another subject from their same grade, e.g. Grade 7 History, now examined Grade 7 Science or Grade 7 Geography.

10.15.03 The following observations, in addition to those reported in section 10.11.03 were expressed by the PRINCIPAL and the Teacher-Librarian participants.

.1 **Relationship** between skills in different sections. The fact that they are cyclical and development means that they must be addressed at several different grade levels.

.2 The **"Thinking process"** is the principle behind the development of the skills matrix. References were made to Bloom's Taxonomy, and Maslow's Hierarchy in this context

.3 There is great need to select some skills from each of the **four (4) categories** appropriate to each project or activity.

.4 The value of **re-teaching skills in the context** of the topic or subject was repeated several times.

.5 A variety of kinds of activities to **re-enforce skills** for incidental support was considered to be important.

.6 The participants became aware of the cross over of **skills across content areas**, and the need to work with groups of teachers to cover the skills and re-enforce what each other is doing.

There would be value in having a grade group of teachers work through the skill list in the early fall (or at the beginning of each term) to determine which skills they would like to focus on for the year, and how they would propose to build on the skills that were mastered in the previous year. The teacher-librarian would have a record of the previous year's work.

.7 The relevance of the **transfer of ILS to computer applications** and to media production were discussed. The higher order thinking skills apply to all learning situations regardless of the media or the medium.

10.15.04 Focus on the Partnership

Using the document ***"Collaboration Through Partners in Action: Education Director's Guide"*** discussion examined the changes in the education process and the role of the teacher-librarian in a modern SLIS programme.

Many questions for clarification were raised.

The following summary of the **responsibilities of the principal** were generated:

- knowledgeable about resource-based learning
- understands the importance of the SLIS programme in the school
- communicates his expectations to the SLIS staff
- shares these expectations with the school staff
- assures that the SLIS serves as a member of teaching teams
- works with teachers and SLIS staff to set clarify goals and provides methods of evaluating both student and teacher's progress
- ensures that the SLIS programme has adequate resources to carry out its new mission
- provides the necessary clerical and support staff for the SLIS staff to perform their professional role as teacher-librarians
- Supports in-service activities that help teachers understand the use of a variety of information resources and new technologies, and allows time for the planning and practise in the new approaches
- Encourages the development of relationships and networks with other community agencies.

The role of the District Resource Centre was discussed in some detail. The draft document from British Columbia entitled ***"The Role of District Resource Centres"*** was shared and discussed. Some brochures from other DRCs were examined. Comments from/and about DRCs in Latvia were shared. This issue is addressed elsewhere in the Report. It was discussed in many sessions.

Libraries are so central to education
that a seasoned educator can look at a school's library and its usage
and can obtain from it the best single indicator
of the school's quality and effectiveness.

10.16 Evaluation and Feedback.

Opportunity for a written feedback survey was provided.
The responses are provided here in summary.

1. Three (3) things I learned that were new today

- Where Latvia fits in the international picture of school libraries
- Staffing and roles in the modern program
- Teamwork with the teachers
- Learning retention rates; modes of learning
- Resource-based learning
- Big 6 as a model for research processes
- Volunteers in the library
- Teacher-librarian's role in curriculum development
- Teacher-librarian's as computer managers
- Helping teachers learn how to use electronic technology effectively
- Critical value of Independent Learning Skills

2. Two (2) questions I had that were answered

- Kind of person needing to be recruited to work in SLIS
- Adapting work space for student use
- Cooperative Planning and Teaching: how it relates to what we do
- What is included in a skills list
- How skills can be integrated into content lessons
- How to speak with the principal
- Value of child-centred learning (I was a child today)
- Establishing priorities for ILS with teachers
- O & A planning functions: prioritizing my technical tasks
- Prioritizing O & A activities
- Importance of using information literacy skills (ILS)

3. Two (2) more questions I would like to have addressed soon:

- How do we spread this philosophy of SLIS to administrators
- How do we involve parents in this learning partnership
- What are some effective reading promotion strategies
- How do we get teenagers reading
- What should I do next to develop a follow-up to this seminar
- How does strategic planning work in a school library
- What are some practical tips for managing my time
- How can we integrate these ILS in computer classes
- How can we learn to use computers more effectively in the content areas
- Where do we get the financial resources to develop the electronic needs in our schools

4. **Three (3) things I think I can do when I get back to work this week ... to help facilitate these changes in education:**

- Organize a professional development activity with ILS
- Get more involved with students
- Get to know my students by name in the whole school
- Participate in more staff activities
- Re-organize the SL to encompass SLIS principles
- Develop appropriate signs to help students help themselves
- Work with the principal on an 'Action Plan"
- Discuss the concept of CPT with a friendly teacher
- Try to plan and implement a CPT project this spring with one class
- Share information with other leaders in my school
- Share information with other schools in the region
- Talk to the Director of Education about the value of a District Resource Centre, and assigning one (1) staff member who would focus on SLIS as a methodological approach
- Make a presentation and provide a report to the Principal and administrative team
- Discuss the possibility of doing an ILS action plan with one grade next year
- Try to work cooperatively with teachers
- Practise a positive self concept
- Share an awareness of the role of computers in the SLIS programme

5. **Three (3) things that my Region needs to address as we more in this direction:**

- Value of a District Resource Centre
- Providing leadership through methodological consultants promoting Resource-based Learning and ILS
- Provide technical resources to upgrade the libraries
- Co-ordinate the systematic automation of the libraries
- Assist in developing accessibility to resources and people
- Hire computer specialist to work in the district office with special attention to the automation projects
- Establish an electronic school library network
- Provide leadership and direction to the Principal's Council
- Facilitate seminars for all teacher-librarians in the region
- Help change the attitudes to the role of the school librarian in the community and with the teachers
- Encourage teacher-librarians to gain higher levels of training and expertise in techniques needed in schools
- Strengthen the work of the Methodological Centre with appropriately trained and experienced staffing
- Develop joint databases and networks in the community
- Involve teacher-librarians regularly in activities related to whole school development

6. **Three (3) issues that must be addressed immediately by the Ministry as Latvia moves in these new directions:**

   - Re-examine the Educational Finance Programme for schools to include
     - Basic needs for Schools
     - Basic needs for Students
     - Physical renovations
     - Materials for new programmes and approaches
     - Salaries for all school staff
     - Funding for specialist staff
     - Special money for innovative programmes
   - Statements on the Role of SLIS in the changing curriculum structure
   - Initiate a new post with responsibility for the role of SLIS
     - In regional centres
     - Through Education Officers
     - Through Standards and standardization of procedures
   - Update attitude of MOE staff towards role of SLIS
   - Examine the qualifications of MOE staff
   - Revise accreditation criteria respecting SLIS programmes
   - Initiate an in-depth study of SLIS problems
   - Develop a national SLIS electronic network for cooperation
   - Develop MOE standards for staff allocations, with flexibility for local needs and conditions
   - Revise School Library policies and legislation
   - Develop automation standards appropriate for school needs
   - Revise staffing formula for hobbies, interest groups and clubs specialists
   - Develop a funding category for SLIS support staff - clerks and technicians
   - Develop physical building standards and guidelines for school library upgrading and renovations
   - Facilitate a standard for circulation processes, e.g. one card system
   - Encourage the development of District Resource Centres
   - Facilitate a conference on the role of the DRC
   - Write policies that support modern SLIS as an integral part of the curriculum and teaching process
   - Integrate ILS into all new curriculum writing projects
   - Produce an ILS guideline document for recently revised curriculum documents

7. **Three (3) issues that must be addressed quickly by the Continuing Education Centre as we move in this new direction:**
   - Work closely with MOE, Local jurisdictions and school principals to offer courses that will support these changes
   - Produce more courses and seminars on RBL, ILS, CPT, LCA
   - Establish a credit system for courses

- Survey the field to determine the needs of School Librarians for their professional development themes
- Focus on Train the Trainer sessions so that these sessions can be taken to regional and district resource centres for local people
- Work with DRC personnel to offer courses for credit on these topics
- Present seminars for Regional Officers, District Officers, and Computer Specialists on these topics
- Inform school administrators about the content of these seminars and the value of up-grading teacher-librarian's understanding of their new role
- Produce certificates on white paper so they are easier to reproduce for curriculum dossiers

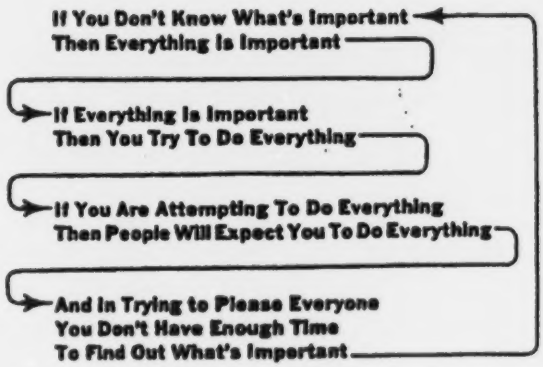
8. **Things I would like to have changed if a seminar like this is held in the future:**
   - Involve the principals in the whole seminar
   - More (whole) seminars on each of the topics: RBL, ILS, LCA, CPT
   - Adapt the Canadian background to Latvia examples when/where we have them
   - Time needed to digest and practise each stage and section
   - Liked the group work very much
   - More on group dynamics/management skills training for students
   - Use videos to illustrate work of SLIS and DRC from other countries
   - Use videos from our own country if we have them
   - More time for independent activities
   - More discussion time
   - More professional international expertise

9. **Things I would like to have continued in future seminars:**
   - More time to exchange opinions and discussion
   - Help us to adapt the ideas to Latvia
   - Involve MOE personnel as participants in the sessions
   - SLIS development programme: Applications
   - Share these approaches with computer teachers /staff from our schools
   - More joint courses with principals and school librarians
   - Some similar courses with teams of teachers and school librarians
   - In-depth study of specific themes in the planning model
   - Local presenters for parts of the session
   - Outside expertise needed
   - More process analysis practise of what is happening in the sessions
   - More resource documents in translation
   - Special thanks for such excellent translation assistance

10.17 Conclusion and Summary

From the material that is reported in this section, one might observe that this was a power-packed seminar. The participants were alive and energetic. They were excited about the new ideas, and were willing to try new things. There is a team of people with initial training who can begin to work in their schools and share the concepts from this seminar.

Follow-up and in-depth sessions are needed. More training work needs to be done on the regional level. More teacher-librarians need to be introduced to these basic concepts quickly. It is very important to have a strong commitment from all the teacher-librarians about the new directions. They must bring a united front to the workplace. It is critical that they be supportive and knowledgeable about the concepts at an early stage in the adoption.


If You Don't Know What's Important
Then Everything Is Important
If Everything Is Important
Then You Try To Do Everything
If You Are Attempting To Do Everything
Then People Will Expect You To Do Everything
And In Trying to Please Everyone
You Don't Have Enough Time
To Find Out What's Important

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11. Ministry of Education Discussions

11.1 **Participants** in the discussion group were:

Anita Abolina, Dept. of General Education
Arija Berzina, Dept of General Education
Dzenija Dzirkale-Malavkina, LSBA rep of Library Advisory Council
Iverta Gudakovska, Continuing Education Centre
Linda Langenfelde, President, LSBA
Inara Svarca, Dept. of Curriculum & Examinations
Gerald R. Brown, Facilitator

11.2 The meeting was held on **Friday, 11 May 2001**
at the Continuing Education Centre

11.3 The **Objectives** for the session were:

1. To provide an opportunity to explore concepts of modern SLIS models
2. To examine the SLIS Programme Component model, with implications for curriculum change
3. To consider the Management of Information Competencies (ILS), including a sample MIC /ILS Scope and Sequence chart for implications in Latvian school curriculum revision
4. To welcome representatives from the Ministry to participate in the Nordinfo seminars
5. To discuss personnel and staff development implications for curriculum change

11.4 Discussion Notes

1. Following introductions and background information, inquiries were made about a Canadian Executive Services Overseas project that had been undertaken with the Ministry of Education
Project 14189 in June 1993 (5 weeks) and
Project 16260 in July 1994 (6 weeks) relating to the development of "Standards for School Libraries in Riga".
Efforts will be made to trace the documents.
Contact with the CESO representative in Riga were made.

2. Copies of the **Pilot Project 2000 Report** were distributed, and the following sections were discussed in considerable detail:
- **Components of SLIS programme p. 73**
- **Job Descriptions, p. 77 - 79**
- **Definitions, p. 55 - 60**
- **Career Ladders, p. 74**

3. Through discussion a simplified comparison chart showing the **Reporting Relationships for Library Services** was drafted.
It became the focal point for considerations for other needs and priorities.
See chart on the next page.

- It became apparent that there are **no consultative or support personnel** in the Ministry who are responsible for advice and guidance to the school librarians except with respect to authorized school textbooks. At this point, SLIS appears to have little status in curriculum development considerations.

- In a limited number of jurisdictions, there are **Regional or District Resource Centres,** with trained or experienced personnel in SLIS who coordinate the developments in the schools, and provide staff training and advice.
The document on District Resource Centres that are identified in the Appendices were shared with MOE personnel.

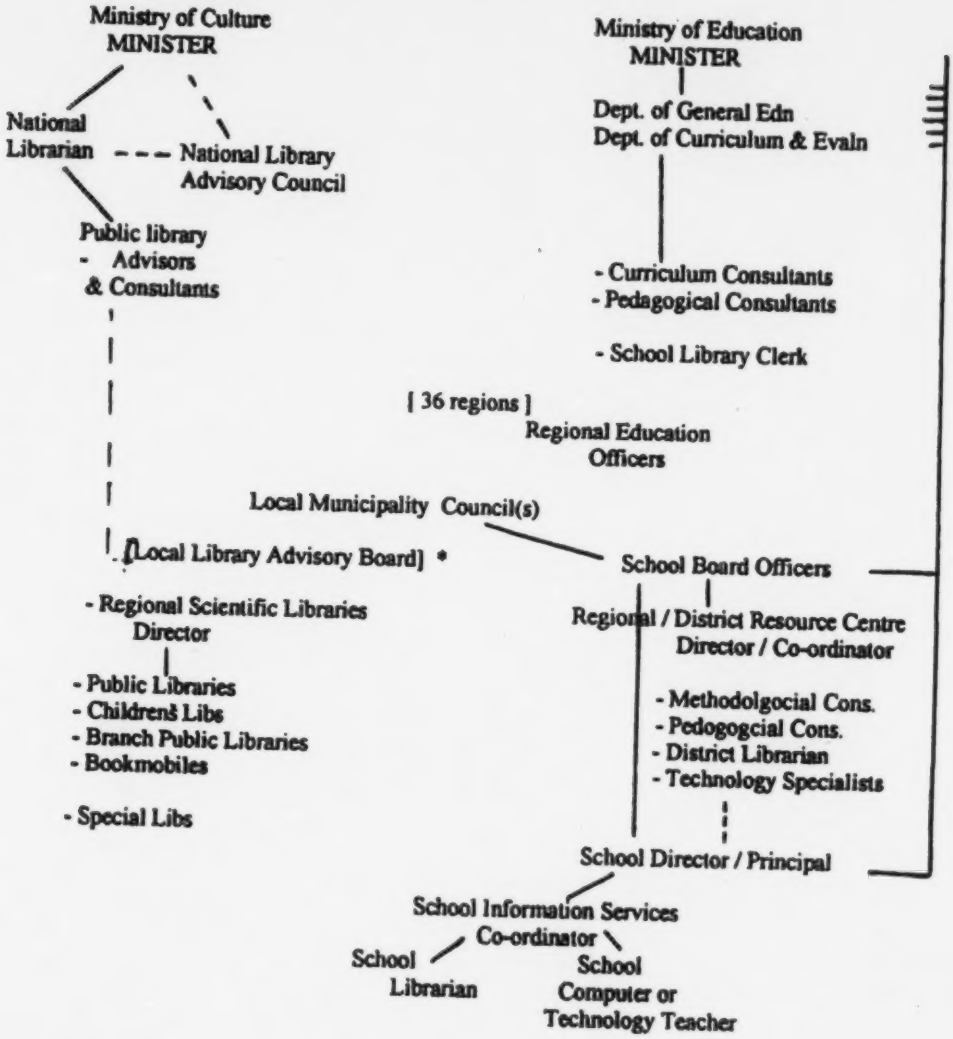
- Principals receive the **policy directives** from the Ministry and /or from their local Board Chairperson. The Administrators then proceed to implement the directives as they understand them, within the **decentralized budgetting** framework that applies.

- There are only policy statements on school libraries provided in the **'Accreditation Criteria".** This document does not deal with programme aspects of the SLIS model. The scope of training and qualifications for teacher-librarians needs to be addressed also.

- There appears to be little **co-operation or collaboration** at the Ministry level or at the Regional Offices with Public Library Services to support the individuals working independently in the schools

- It would appear that there is potential for collaboration in **training** for school library personnel, and for funding options with other agencies.

11.5 Reporting Relationships for Library Services



* These Boards are not in practise at this time.

11.6 Strategies for Working Collaboratively with MOE

1. Participants were encouraged to report back to MOE Department Heads
2. Ministry and LSBA must advocate jointly that one (1) MOE Officer, currently within the Curriculum & Examinations Department, be assigned responsibility for leadership in national SLIS programme and policy development

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3. MOE be urged to prepare documentation and endorsation for modern SLIS through statements of philosophical change, developing policy related to various aspects of SLIS programme, and establishing a Standards Committee to make recommendations for improvement related to staffing, qualifications, facilities, equipment, resources, and funding.

4. The changes in Teacher-librarianship qualifications and training be presented in the near future to take into account the need for quality leadership change agents to work in this field to implement curriculum and methodological change with the Principals.

5. That the concept of Regional / District Resource Centres be endorsed, that a conference to explore the concept with leaders in education in Latvia be undertaken, and that plans of action be developed to evolve such centres strategically located in the new regional organization.

6. That the MOE should assign an officer to work closely with the Headmaster's Conference organizers to include SLIS as a major focus for presentations and discussion.

7. That the MOE establish a series of pedagogical seminars on the role and function of modern SLIS programmes in curriculum and pedagogical change, and that these seminars be strategically located around the country, as well as in the capital.

8. That the LSBA be supported in its activities by the MOE, philosophically and financially where possible to
   - conduct meetings with school librarians in all regions
   - assist in developing a communication network in print and electronically with personnel working in libraries in all schools
   - facilitate training seminars related to the SLIS model and components
   - encourage pilot projects with Faculty of Education
   - produce and distribute professional publications to school library personnel, teachers, and administrative leaders

9. That MOE & LSBA collaborate on communicating the philosophy of modern SLIS in content area publications, at specialist seminars and conferences, and in the public media

10. That MOE be encouraged to provide translation assistance for professional documents from abroad where permission has been granted for their re-distribution.

12. Latvia School Library Association

DEVELOPING THE STRATEGIC PLANNING PROCESS

12.1 Participants in the seminar held on Tuesday, 15 May 2001 were:

No	Participants	Position
1.	Sandra Obodova	Rīga Secondary School Nr 100, Librarian
2.	Ingrīda Dārzniece	Ogre Gymnasium, Librarian
3.	Gunta Žasina	Auce Secondary School, Head of Library
4.	Rudīte Bluzma	Dobele City Gymnasium, Librarian
5.	Inga Belinska	Īslīce Secondary School, Librarian
6.	Linda Langenfelde	Jelgava School Board, Librarian
7.	Anda Vecroze	Mālpils Secondary School, Librarian
8.	Aldonija Gaveika	Bauska School Board, Head of Consultancy Office
9.	Benita Lāce	Smārde Elementary School, Librarian
10.	Raita Kopiņa	Tukums Secondary School Nr 2, Librarian
11.	Silvija Siliņa	Līvāni Gymnasium, Librarian
12.	Viktorija Gladina	Purvciems Gymnasium, Librarian
13.	Ludmila Karpenko	Kaiģi Secondary School, Librarian
14.	Veneranda Trokša	Ozolnieki Secondary School, Librarian
15.	Ilga Maižele	Mārupe Secondary School, Librarian
16.	Gunta Plūksne	Rīga Boarding-School of Music, Librarian
17.	Aija Lubiņa	Kuldīga Centre Secondary School, Librarian
18.	Vineta Lagzdiņa	Grobiņa Secondary School, Librarian
19.	Maija Zvaigzne	Cesvaine Boarding-School, Librarian
20.	Silvija Tretjakova	National Library of Latvia, Children Literature Centre, Head of Department
21.	Iveta Krūmiņa	National Library of Latvia, Children Literature Centre, Main Librarian
22.	Rudīte Urbacāne	Elkšņi Elementary School, Teacher
23.	Jeļena Stankeviča	Daugavpils School Board, Librarian
24.	Inta Pilskalne	Rīga City School Board, Head of Library

12.2 The session was held for one full day at the Continuing Education Centre

12.3 Objectives for the session were:

1. To review current activities of the LSBA
2. To examine the Mission Statement / Vision Statement of LSBA
3. To discuss the relevance of the current LSBA Objectives & Goals
4. To identify SMART objectives relative to the LSBA Objectives & Goals
5. To brainstorm strategies to reach these goals
6. To explore the various aspects of an advocacy program
7. To practise useful techniques to reach stakeholders

12.4 To introduce the seminar, participants were invited to brainstorm **"Why do People Choose to "Associate Together" ?**

The following represents the random-ordered responses from the group:

- To work or be with others of similar beliefs
- To gain new or alternative ideas
- To follow a change agent role
- To realize one's ability to influence change
- To follow personal options or choices
- To share experiences, and enjoy other's successes
- To encourage / enable publishing opportunities
- To benefit from mutual help
- To influence public opinion
- To learn new ideas / information / techniques
- To meet colleagues in structured settings / with a purpose
- To set examples for peers
- To express our self-confidence
- To strategize for common goals

12.5 LSBA Mission Statement

There was no LSBA mission statement available. However, the following Information was located in a document cited in the Pilot Project Report entitled "*Latvian Librarianship of the Past Decade*"

"The Latvia School Library Association was founded in 1996. It is a professional public organiztion that aims to:

1. elaborate and introduce a new concept for the development of school libraries
2. represent the interests of school librarians in various institutions
3. participate in elaboration of legal acts referring to school libraries
4. develop the provisions for professional training"

Samples of Vision Statements and Mission Statements from the International Association of School Librarianship were shared as follows:

IASL Vision Statement:
The International Association of School Librarianship (IASL) will be influential in the establishment and/or development of school librarianship in every country in the world.

IASL Mission Statement:
The mission of the International Association of School Librarianship is to provide an international forum for those people interested in promoting effective school library media programs as viable instruments in the educational process. IASL provides guidance and advice for the development of school library programs and the school library profession. IASL works in cooperation with other professional associations and agencies.

The Canadian Library Association ***"Position on Effective School Library Programs in Canada"*** was examined in some detail. Discussion followed on ways such a document could be used to model similar statements in Latvia.

Copy of the Statement appears in the Appendix 16.12

The group decided that these two issues: "Vision and Mission Statements" would be addressed in an alternative session for LSBA.

12.6 Clarification of LSBA Objectives and Goals by Board Members

The group generated the following list of goals and objectives for the coming year's actions.

1. To help school libraries develop into SLIS, by determining where we are now in the process, and where we want to go
2. To advocate for education programmes for teacher-librarianship
3. To initiate steps to develop and use new documents, by determining for whom they need to be created, what kinds of documents are needed, why are they needed, and how they are to be used
4. To develop a publicity and public relations program among other kinds of libraries and within the total community
5. To advocate for the value of SLIS in the education process
6. To endeavor to unite all school library peers and supporters in education and the general community

12.7 The Strategy Formulation Hierarchy

To develop an understanding of the relationship between Mission, Goals, Strategies and Action Plans, the following diagram was presented and discussed.

The Strategy Formulation Hierarchy

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A goal without a plan is only a wish list.

12.8 **SMART goal statements** were drafted by individuals, then in small groups according to the Goals that were identified in item 12.6 , using the Checklist that was provided:

1.Specific (how, when, with whom, how long)
2. Measurable - To know when it is done
3. Acceptable - Will I feel good about it ?
4. Realistic - Am I able to do it ?
5. Truthful - Do I really want to do it ?

12.9 Stakeholders

Based on the practise goals, the groups were re-organized for two discussion opportunities. Some revisions were made to these goals. The stakeholders who would be most affected by the actions being contemplated in the goals were identified. Individuals, groups or agencies that would be supporters were noted, while detractor groups were also mentioned.

12.10 Determining the Strategies

Similarly the participants worked in groups to determine strategies that might be used to reach these goals over the next two years.

Results of the work were posted on chart paper, and participants were given time to study the suggestions.

Representatives of each group responded directly to questions and suggestions. There was a very positive interaction among the group.

The working papers for this section were turned over to the Association directly for immediate action.

12.11 Advocacy and Lobbying

Library Associations have a poor reputation in the area of public relations with the community in general. Librarians seem to assume that people know about them, and what they do; and therefore, people will automatically support them. In the best of all possible worlds, this would be fine.

But librarians work in the world of competition with all the other agencies that need visibility and public support.

1. To set the frame for subsequent discussions related to advocacy and lobbying activities, the noun "power" was defined and discussed with the group.

POWER, n.
1. **The ability or capacity to act or perform effectively**
2. **A specific capacity, faculty, or aptitude**
3. **Strength or force exerted or capable of being exerted; might**
4. **The ability or official capacity to exedrcise control; authority**
5. **A person, group or nation having great influence or control over others**

Do you believe that YOU have POWER ?
Then you have 'it' within you, to cause change !

If you have the imagination within you to dream,
Then you have the power to achieve that dream !

12.12 Program Advocacy of "Partners in Action" ... What is it ?

To advocate - to speak or write in favour of, to defend, to recommend

Advocacy - the act of advocating or pleading a cause
- an attempt to favourably influence the attitudes of designated group or individual

Partnerships - the program will be a partnership between the teacher-librarian, the classroom teacher and the principal
- this partnership will lead to the creation of resource-based programs which promote learning through active inquiry, the mastery of learning skills, the development of language proficiency and the appreciation of media.

Program Advocacy - involves clearly articulating the relationship of the library and the education program of the school

12.13 HOW TO WORK AS AN EFFECTIVE CHANGE AGENT ??

The following materials was used to help the Association examine where they currently are in planning an approach to advocacy. The success of the project will depend upon the personal preparedness of the individuals, and how they perceive

themselves. These guides have many positive applications for quality leadership in a school library setting.

1. Look After Yourself ! Be in good physical and emotional shape !
2. Keep your goals clearly in mind ... Use 'turtle characteristics.
3. Start where other people are .. establish rapport
4. Work with empathy, not sympathy
5. Work where you can be effective ... Beating your head against the wall can be hazardous to your health.
6. Build on strength
7. Avoid losing situations ... Work for win-win opportunities
8. Link up with people who are ready and able
9. Set up experiments where success is likely ... take small incremental risks. (How do you eat an elephant ?)
10. Light many fires of energy and enthusiasm
11. Keep focused on positive and cooperative strategies
12. Capture the moment !

12.14 HOW TO LOBBY BY LETTER, BY PHONE, IN PERSON

This article is an outstanding document adapted by Nancy Henley from ***Emergency Librarian*** 11:4, p. 15-16. It is highly recommended for groups that are beginning to do an advocacy programme, and need help in planning a lobbying campaign.

A copy of the article appears in Appendix 16.13

12.15 SCHOOL LIBRARIES - A RATIONALE

This article (Appendix 12.14) prepared by the Learning Resources Council of the Alberta Teachers' Association is presented as a sample of a kind of article that can be submitted to local specialist publications, community papers, and educational documents. This article appeared in ***Emergency Librarian,*** vol. 11:4

The group was asked to critique the statement and see how it could be adapted to meet the current scene in Latvia. It was observed that most of the material could be used exactly as it appears, with the revision of the place name in the sections on "Deficiency" and "Effective Programs"

The section on "Goals of Schooling" would have to be deleted or revised with an appropriate quote from Latvian education documents. Several members felt that a similar quote could likely be found in current Ministry documents on curriculum change.

Under "Critical Time", one needs to be certain that the reason is congruent with the Association's current beliefs.

The sections under "Elections" would not be appropriate unless an election were actually taking place, and this document was being used to raise political awareness. It should be deleted from this document. The strength of the appeal would still be found in the remaining statements. It was strongly suggested that an Editing Committee should be established by the LSBA and that this statement be distributed to be released in the first issue of several fall publications.

12.16 Teamwork

This next quote is designed to remind participants that everyone brings a strength to the team. All four bones have a role to play. When we see these characteristics as negative, we miss the 'power' of the statement. It is the responsibility of the President to use the strengths of these people effectively to get a message across to the membership, to the administration and to the community in general.

The body of every organization has four bones:

- **Wishbones** — those who wish someone else would do all the work.
- **Jawbones** — those who do all the talking but little else.
- **Knucklebones** — those who knock everything anyone else tries to do.
- **Backbones** — those who get under the load and do all the work.

— Nebraska Smoke-Eater

12.17 Ten Commandments of Human Relations

We all like to work with 'positive' people. These guides will help us attract people to our team. Try these in on your family, in your library, in your school, and in your advocacy campaign.

1. SPEAK TO PEOPLE - there is nothing so nice as a cheerful word of greeting.
2. SMILE AT PEOPLE - it takes 72 muscles to frown, only 14 to smile
3. CALL PEOPLE - the sweetest music to anyone's ears is the sound of his / her own name.
4. BE FRIENDLY and helpful - if you would have friends, be a friend.
5. BE CORDIAL - speak and act as if everything you do is a genuine pleasure.
6. BE GENUINELY interested in people - you can like almost everybody if you try.
7. BE GENEROUS with praise - cautious with criticism.
8. BE CONSIDERATE with the feelings of others - there are usually three sides to a controversy: yours, the other person's, and the right side.
9. BE ALERT to give service - what counts most in life is what we do for others,
10. ADD TO THIS a good sense of humour,
    a big dose of patience,
    and a dash of humility, and

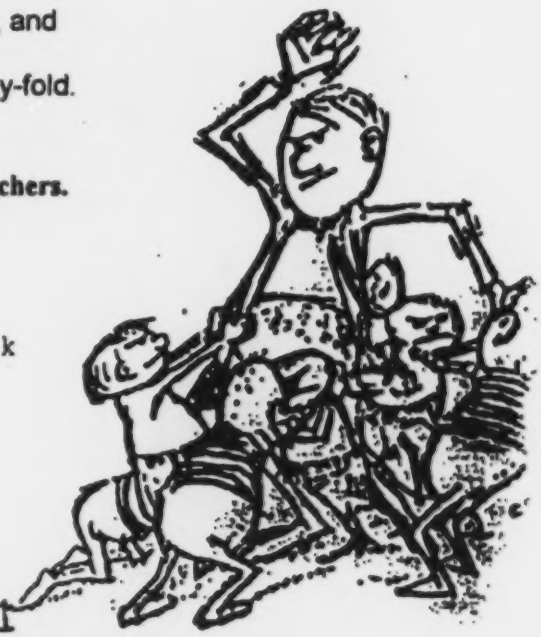
    you will be rewarded many-fold.

12.18 Eleven Commandments for Enthusiastic Teachers.

1.Help each other be right
  - not wrong

2.Look for ways to make new ideas work
  - not reasons why they wont.

3.If in doubt - check it out !
  Don't make negative assumptions
    about each other.



4.Help each other win and take pride in each other's victories and successes.

5.Speak positively about each other and about your school and students at every opportunity.

6. Maintain a positive attitude no matter what the circumstances.

7. Act with initiative and courage as if your life depends upon it.

8. Do everything with enthusiasm - It's contagious.

9. Have faith in yourself - never give up.

10. Whatever you prize or treasure most in your life and in your work - give it away, so that it can come back to you multiplied.

11. Have fun !!

12.19 Summary

This group of leaders representing the length and breadth of Latvia represent a talented group. They are energetic and creative.

In this seminar, they have demonstrated some new skills and much renewed confidence that they can make a different for education in this country.

The final advice to them is

Do not follow where the path may lead,

Go, instead, where there is no path

And leave a trail.

12.20 Evaluation

No formal evaluation was completed.

Oral and personal feedback from the group indicated a positive response and encouragement to undertake an important task.

The true measure will come in their actions.

Many participants indicated that they recognized that the skills, techniques, and strategies practiced in this session could be used on a daily basis in their school library & information services programme.

It would have been more gratifying if there could have been a MOE officer responsible for SLIS participating with the group, encouraging them, and helping them through the rough spots. However, representation from the National Library Children's Centre will be a strength and encouragement to the leaders and workers.

13. Infrastructure and Networking Discussions

13.1 Participants in this meeting were:

No.	Participants	Position
1	Mārīte Jankevica	University of Latvia, LIIS Project, Libraries Specialist
2	Gatis Pogulis	University of Latvia, LIIS Project, Head of Group
3	Artūrs Žogla	University of Latvia, LIIS Project, Programmer
4	Irina Štāle	Liepāja City School Board, Librarian-Consultant
5	Inga Belinska	Īslīce Secondary School, Librarian
6	Linda Langenfelde	Jelgava School Board, Librarian
7	Sandra Ventere	University of Latvia Library, Head of Branch
8	Elvīra Vēvere	University of Latvia Library, Vicedirector
9	Elfa Pumpure	Saldus District School Board, Head of Consultancy Office
10	Inita Lūka	Ziemeļvalstu Gymnasium, Head of Library
11	Lāsma Geidāne	Jelgava District Council School Board, Main Specialist
12	Marija Stradiņa	Ventspils City School Board, Consultant on Text Book Collection
13	Liene Katlapa	Talsi Secondary School Nr 2, Librarian
14	Iveta Jātniece	Mazsalaca Secondary School, Librarian
15	Kristīne Krūze	Salaspils City Library, Coordonator/Consultant of Rīga Rural District Libraries
16	Daiga Rokpelne	Valmiera Central Library, Director
17	Andris Vilks	National Library of Latvia, Director

13.2 The meeting was held from 10:00 a.m. until 3:00 p.m on Thursday, 17 May 2001 at the Continuing Education Centre.

13.3 The **Objectives** for the meeting were:

1. To consider the current networks for teacher & Administrative support
2. To discuss the scope and kinds of Information Networks currently being developed
3. To facilitate a Needs Assessment for local professional development
4. To investigate sources of support for local professional development activities
5. To examine the concept of the Teacher Advisory Centre
6. To encourage collaboration among the various agencies

13.4 Background materials

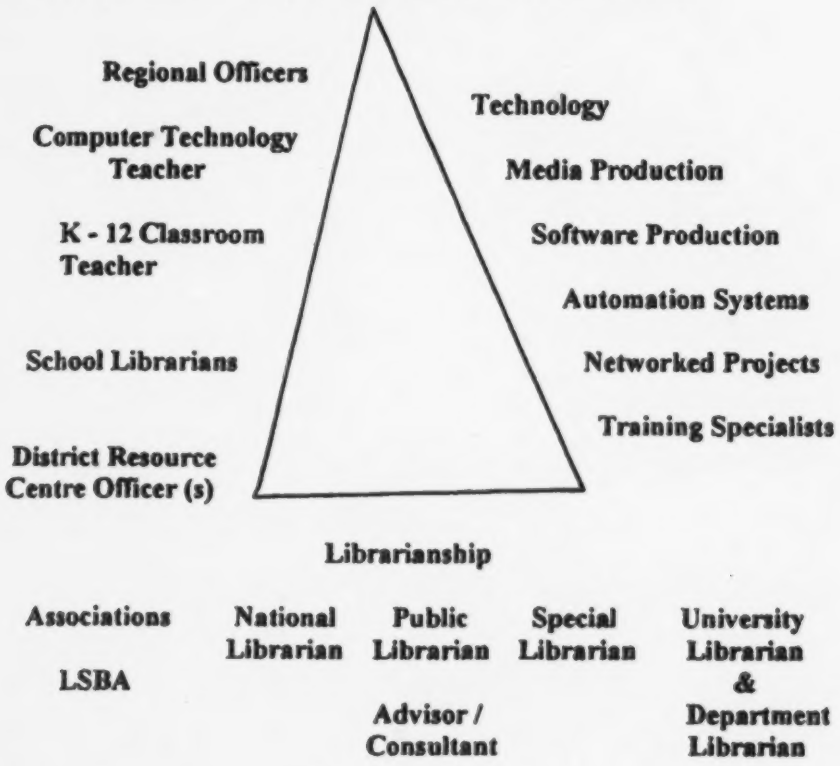
To aid the participants in establishing a framework for the discussions, a brief presentation was made using materials from the **Pilot Project 2000 Report,** with particular attention to the following sections:

Components of a Modern School Library Programme, p. 73
Definitions, p.55

The following documentation generated for use in the current series of seminars was also used to facilitate discussion:

Ministry Support Relationship Chart (Item 11.5, this report)
Managing Information Competencies (ILS) (Appendix 16.3)

13.5 Roles & Responsibilities Represented in the Discussion Group



13.6 Current Collaboration Samples

Each participant was invited to describe his / her work situation and

responsibilities, and to provide an illustration of sharing and collaboration efforts that have been undertaken with the past year. The following list is a brief summary of some of the statements.

1. Working at a District Resource Centre there are many opportunities to collaborate with the pedagogical and methodological consultants as new text materials are introduced, and as teachers are brought together to work in groups on new teaching methods.

2. Working closely with the computer teachers it is possible to iron out the technical problems that occur in the computer / reading room / data bases which links the activities of the central library and the classrooms teachers.

3. Close collaboration with a regional library has made it possible to have a common reading room, shared collections and an integrated library in a newly developed college. A joint / networked catalogue is very helpful in getting resources used more effectively.

4. Regional Office staff have responsibilities to assist schools in textbook evaluation and selection. In addition, specialized collections in children's literature and school library sample materials can be made available for schools to examine and choose according to their budgets.

5. In large centres like the Riga District there are 44 public libraries, with approximately 30 schools with no person responsible for the SLIS. Efforts are being made to get the heads of local government to understand the changing philosophy of education, to get the various levels to work together, and to begin to make information networks viable.

6. The District Resource Centre works closely with colleagues at the Teacher Training College to organize training sessions and seminars for local personnel, with particular attention to automation.

7. District Resource Centre personnel belong to the LSBA and act as a communication link between the national body and local groups and individuals. This is carried out by attending seminars, consulting with neighbouring districts, preparing reports, offering proposals, and meeting with local teacher-librarians.

8. As a school librarian, with a computer available, the catalogue data has been entered. Cooperation with the computer teacher and other experienced teachers in planning activities to make effective use of information, there has been much encouraging success. An home page is anticipated shortly.

9. University Librarians are keenly aware of students who come with some information literacy skills and others who are quite innocent of the value of the library. It is often necessary to offer special courses for first year students. When they are encouraged to attend by a Faculty member, the response is more positive.

10. Academic staff who are older are less inclined to use the library in the pattern of information literacy. It is difficult to get them to cooperate in planning and implementation of any assignments. A few professors have been helpful in demonstrating alternative approaches to long written papers. There is great isolation among the Faculty members. Only a few have shown interest in using the electronic technology.

11. There is general enthusiasm for the electronic catalogue among the younger students, although some older students and many older Faculty still prefer the older printed card version. The degree of access to the OPAC is dependent on the number of computers that are available to be networked. An effort will be made in the fall to get the OPAC mounted on the terminals in the computer science laboratories. A home page is needed for the library so that the OPAC can be mounted, and be accessible by off-site users.

12. Rotating seminars from school library to school library gives colleagues an opportunity to see how different sites are arranged and managed. Whenever a peer attends a seminar or training session, the expectation is that a report or seminar will be given to the people in the local area.

13. Arranging to have senior secondary students as readers in the local college library and at the regional public library has been advantageous.

14. Developing good relations with publishing houses has generated seminars with authors (fiction and non-fiction), book promotions, and awareness by the students and staff of new materials. The role of the author, illustrator and publisher have been explored in some seminars.

15. Inviting the Children's Librarians to come to the school library on special occasions has been valuable in encourage elementary school children to sign up for a borrower's card, to participate in shared festivals and events, and to become more aware of the kind of materials needed for school projects.

16. Regional Education Centres are depository centres for official publications from the Ministry, e.g laws and regulations. These materials are available to the local government officers, to the Principals, and to the community in general.

17. Depending on their expertise, some Regional Education Officers provide workshops related to the application of automation to the school office and to the school library, or other information technology needs of the community.

18. Regional Officers are in a position to work closely with peers in other regions Planning together for shared services, funding proposals, joint workshops can be advantageous.

19. Working in isolated school libraries is very challenging. Key collaborators

are the Principal and friendly teachers. Cooperative teachers make it possible to use resources effectively. Getting Departments to understand the new role of the teacher-librarian comes with modeling and practise.

20. Working alone in a very large school, it is difficult to develop connections with peers. Sometimes the only cooperation is to keep the public libraries and special libraries aware of the kinds of assignments the students are beginning (if one knows well enough in advance). Shortage of staff to do the clerical and technical work is a major problem.

21. Through the **Ministry of Education and the Faculty of Computer Science** there are a number of collaborative and new projects. For more information, participants were encouraged to check the website at < http://www.liis.lv > , by electronic mail at info@liis.lv, or by phone at 703-4488. Three representatives from the project were participants in the sessions.

The Projects described included:

- **Infrastructure Project**
  Some funding is available to develop computer classes in the Regional Information Centres
- **Software Project**
  The School Office Software Management project is moving quickly. This project is funded by MOE.
  The School Library Software project is moving carefully
- **Training Programs**
  There are regular and intense sessions on the use of the software.
  Teacher-librarians have opportunity to develop basic computer skills in word processing, data base management, and Power Point. There is limited time to practise at these sessions and individuals are expected to continue their development in their own time in their schools.
- **Materials for Teaching**
  There are now about 15,000 pages of material on the web site for use by teachers, and accessible to libraries.

22. **The National Automation Library Project**

This project is at the vision stage, with the first conceptual proposals now being harmonized.. More information is available at http://www.linc.lv

23. **Informatization of Local Governments**

The following outline of proposed networking that is under discussion was also shared. It too is in the conceptual stage, although some parts may already be operational in parts of the country.

Recently there have been discussion regarding the "E-Government"

proposals. There has been very positive support for the idea that these services should be provided through local Public Library access points, possibly networked or combined with Regional Information Centres.

Regional Education Resource Centre(s)	Regional Information Network	Regional Scientific & Information Libraries
and / or		
District Resource Centres	E - Government	
		Public Libraries
School Library & Information Services		

[Draft discussion diagram only]

Summary:

When the results of the sharing was completed, there was a fine array of cooperation currently being undertaken, mostly by individual initiative. This energy needs to be accessed, nurtured, and co-ordinated with clear national and local priorities in mind.

13.7 The Needs for Teacher, Teacher-Librarian and Administrative Professional Development

The group then participated in a brainstorming activity, combined with some categorization to identify the areas of professional growth. The following shows the collective wisdom of the group.

1. More knowledge about what is happening in technology, and changes in education
2. Courses for credit in these new, and specialist areas
3. Regular information to teacher-librarians about what is new, and what works
4. Understanding by the teacher-librarian of the NEED FOR NETWORKS
5. Changing names and changing roles, e.g. Information Literacy Co-ordinator; Knowledge Common
6. Acceptance of the "change agent" role by teacher-librarians

7. How to access the networks: Technology, Skills, Money
8. Good Internet infrastructure: Technology
9. School home pages
10. Computers in the school libraries, to manage CD-ROM databases, access Internet, use for OPAC, word processing, library management activities

11. Time to work with technology; explore websites; help teachers and students
12. Understanding and Support for need for change in role and work load by supervisors
13. Clarification of the Role of the Teacher-Librarian, by MOE, Administrators, teacher peers
14. Philosophical support from MOE, in policy statements, media information, theory and action

15. Professional and technical staff to ensure maintenance roles
16. Clerical and secretarial support in SLIS

17. Demonstration and research projects through MOE and Faculties of Education, Pedagogical Academies to show implementation of Independent Learning Skills; Cooperative Planning and Teaching; Big Six; Differentiated Staffing with Teacher-Librarians and Clerical support

13.8 Addressing the Knowledge Issues

The following ways to address the need for more knowledge about changes in SLIS, technology applications and implications, and infrastructure development included:

1. Sharing information from this learning experience
2. Writing a report to one's supervisor; meeting to discuss the contents; drafting and offering recommendations for action
3. Attending relevant courses at the university, colleges and academies
4. Identifying kinds of seminars that are needed, and communicating that need to CEC
4. Applying to go to national, regional or international conferences, both in virtual and actual attendance
5. Applying for travel grants from both local and external sources
6. Reading professional literature from Latvia and abroad
7. Using the Internet to identify 'cutting edge' ideas and techniques
8. Offering to facilitate seminars in areas of personal expertise

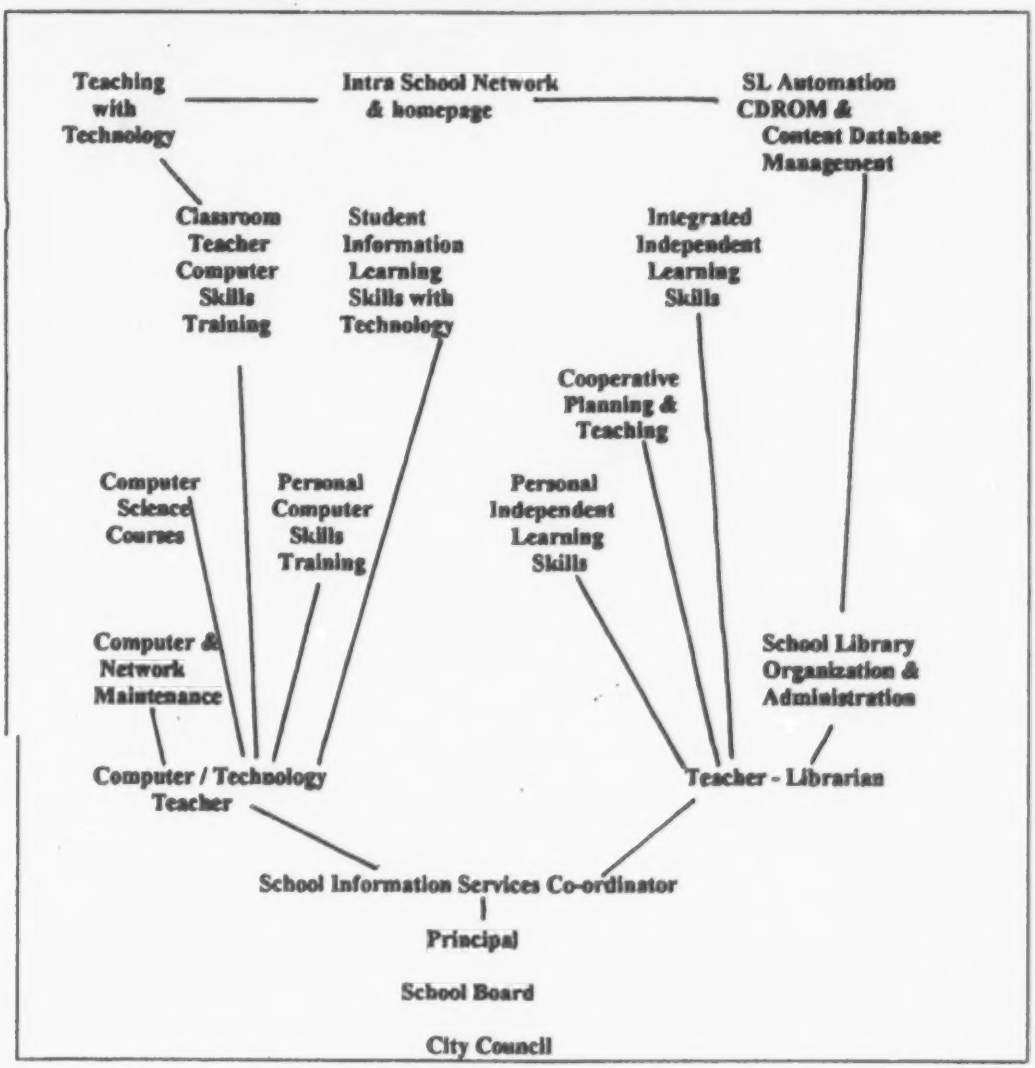
13.9 Prioritizing Infrastructure Needs

1. Computers in the libraries, for library operations and information retrieval
2. Computers for student and teacher use in the school library
3. Electronic home pages and web sites

4. Networking schools through District Resource Centres
5. Developing electronic networks with local public libraries
6. Acquiring CD-ROMs and related readers in the school libraries
7. Developing Intranet systems within the schools
8. Regional Information Networks

13.9 Comparing Roles & Responsibilities

A fruitful and productive discussion followed regarding the comparison of the roles and responsibilities of Computer / Technology Teachers and the modern role for the Teacher-Librarian. The following chart emerged.



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13.10 Teacher Centres / District Resource Centres

The role and function of District Resource Centres was discussed. Material was drawn from previous observations (see Report 2001 item 8), from discussions in seminar for Managers (Report 2001 item 10), and from the Appendix document 16.9, 16.10, 16.11.

It is apparent that this topic needs further investigation, and suggestions that the MOE organize a seminar on this matter was recommended.

The need for leadership in SLIS at the Regional level and at the District level is very apparent. To make wise choices, the best information should be co-ordinated from knowledgeable leadership about the modern SLIS concept.

13.11 Summary

Infrastructure planning be must be undertaken by leaders with vision, knowledge, and influence.

It is imperative that these plans be communicated with colleagues working in the field, and that they are consulted in the development of the plans.

Commitment to a concept is closely allied to ownership for its components.

Teamwork will enable the effective implementation of electronic technology networks and support services to become a reality in Latvia.

As SLIS personnel join the technology movement and integrate it into their new role, they will find new levels of respect and involvement in the education community.

14. University Faculties and Administration Meeting

14.1 Participants included:

Dr. Juris Krumins, Vice Rector, University of Latvia
Dr. Valdis Muktupavels, Vice Dean, Faculty of Philology
Dr. Baiba Sporane, Head, Dept of Library Science & Information
Dr. Dace Markus, Department of Philology & Psychology
Dr. Iveta Gudakovska, Continuing Education Centre
Maija Treilone, Translator, Dept of Modern Languages
Marete Purime, Librarian, Dept of Library Science & Information
Doctoral Students: Dina Paklna and Vineta Gerkana

14.2 The meeting was held on Friday, 18 May 2001
in the Dept. of Library Science & Information.

14.3 Notes

1. Dr. Sporane reviewed the scope of the 2000 and 2001 Projects

2. Mr. Brown commented on the scope and activities in each seminar
3. Mr. Brown presented a collection of materials that had been brought for use in the seminars. These materials were donated to the Dept of Library Science.
4. Materials that should be considered for translation, and for use in the Faculty of Education and Dept of Library Science programmes were prioritized

5. Training needs for teacher-librarianship were explored in discussion, including:
   - Specialist programme in Teacher-librarians in DLIS
   - Joint Faculty appointments in Education and Library Science
   - Modelling effective teaching with electronic technologies in all faculties
   - Field training programs of continuing education
   - Special credit courses from the CEC

6. Potential Research / Model / Demonstration Projects were recommended as a way to introduce the modern school library and information services and role of teacher-librarianship to Administrators and teachers.

7. Dr. Krumins summarized the work, and commended Dr. Gudakovska for her initiative in developing these projects.

15. Recommendations

1. That seminars be arranged with the Dean of Education and Directors in other Pedagogical institutions to explore:
   - Modern School Library & Information Services
   - Role of Teacher-Librarians
   - Teaching with Technology
   - Independent Learning Skills & Curriculum / Methodology Implications
   - Integrated teaching of ILS and Problem Solving Skills

2. That meetings be held with the Ministry of Education officers, specially in the area of Curriculum Development to explore the topics in No. 1 above

3. That meetings be held with the Ministry of Education officers responsible for school accreditation to begin a review of the criteria for school library staffing, facilities, collection and programme components

4. That meetings be held with Headmaster's Association officers to discuss the issues addressed in item 1 and 3 above.

5. That specialized training programmes for teacher-librarianship be initiated through University programmes including
   - Revisions in current DLIS curriculum
   - Joint instructional appointments among DLIS, Education and Computer Science Faculties
   - Master of Teacher-Librarianship as a joint degree among DLIS, Education and Computer Science Faculties
   - Immersion Certificate Programme for teachers to become Teacher-Librarians or Teachers-in-Charge of School Libraries

6. In-depth seminars at the Continuing Education Centre, with credit for application to further degree study, in the areas of
   - Independent Learning Skills
   - Cooperative Planning and Teaching
   - Resource-Based Learning
   - Technology in Teaching
   - Web page Development
   - Automation in the School Library
   - Organizational Change Theory and Practise
   - Facilitator Skills
   - Writing for Publication
   - Thematic Approach to Using Children & Young Adult Literature
   - Reading Motivation
   - Using Electronic Databases in Teaching and Research
   - Using Electronic Search Engines in Teaching and Research

7. That regional seminars be organized by CEC, for University credit or non-credit, in centres where there are Teacher Colleges or through District / Regional Resource Centres, on topics as outlined in no. 6 above.

8. That follow-up visits be made to the school or agencies represented in seminars in 2000 and 2001 to obtain feedback, and to assist in evaluating current plan of action programmes.

9. That regional meetings be initiated with alumni from Project 2000 and Project 2001 and the LSBA to obtain feedback, provide mentoring, and networking within the regions.

10. That continuing Networking Infrastructure discussions be held to make recommendations for the next stage of SLIS development in collaboration with the National Library and the Faculty of Computer Science

11. That evaluation of publications for translation and distribution be done by Faculty, LSBA and MOE officials, with priority being given to the following three titles:
    - Where Did you Find That ?
    - Focus on Research
    - Independent Learning Skills: Scope and Sequence

12. That a committee be developed to approach the Principals / Vice Principals / Directors / Headmasters / Consultants and MOE personnel to organize a conference or conference sessions on
    Using Information Technology in the Teaching Process
    Modern School Library & Information Service Programmes
    Changing Strategies in Curriculum Development Implementation in Schools
    Developing Skills to Make Students Independent Learners

APPENDICES

APPENDIX 16.1

B INSTRUCTIONS FOR PROJECT LEADER

Project: 1) Information Networking Stakeholders Awareness
2) Developing a train-the trainers proces...

I. General guidelines

The responsibilities of the project leader are the following:

1. To lead the project in accordance with the project plan and possible other directives, and to make sure that the project is completed within the stated timetable:

   The project must start before Date: 15 March 2001

   The final report must be submitted before Date: 30 June 2001

2. To authorise all project expenses including travel costs.

3. To keep continuously informed about the financial status of the project.

4. Any deviation of the time plan, economy or the contents of the original project plans must be reported to NORDINFO. Reallocation of project money cannot take place without prior approval by NORDINFO.

5. The project leader is bound by the professional secrecy obligation with regard to cases which should be treated with confidentiality. The secrecy obligation remains in force after the project is finished.

II. Publication rights

6. NORDINFO reserves the right to publish and make available its project reports.

7. NORDINFO has the right to have the project reports translated into other languages. The copyright to translated reports belongs to NORDINFO.

8. NORDINFO has the right to transfer the publication rights to a third party.

III. Rules concerning manuscripts.

9. The manuscripts must be delivered in a form that complies with NORDINFO's guidelines. The manuscript should contain a summary in a Nordic language as well as in English. If necessary the author should be prepared to read the proofs.

10. In the case that the author and the project leader are not the same person, the project leader is responsible for the author's signature of copyright agreement and manuscript handling before NORDINFO receives the material.

11. Deviations from number ten are only possible through a contract between the copyright owner(s) and NORDINFO.

12. If the project results are to be published by the grant recipient the publication must contain information about NORDINFO's financial contribution to the project, preferably in the preface or on the back of the title-page. The total of 14 copies of the publication must be sent to NORDINFO secretariat.

13. After signing, please send these instructions to

NORDINFO
P.O.Box 237 (Fabianinkatu 34)
FIN-00171 HELSINKI
FINLAND

14. Project leader:

Name: Gerald R Brown

Address: 3403 - 55 Nassau St North
Winnipeg, Manitoba R3L 2G8 Canada

Telephone: 204 - 284 - 5620

I have read the instructions and accept them hereby

Riga, Latvia — 29.04.2001

Place — Date

Gerald R Brown

Project leader

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APPENDIX 16.2

DOCUMENTS PROVIDED FOR PROJECT

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ISSN 0002-9769
Vol. 31, no. 7 August, 2000 to Vol. 32, no. 6, June/July, 2001

Emergency Librarian ISSN: 0315-8888
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Changed title to *TEACHER-LIBRARIAN*

Feliciter: The Journal of the Canadian Library Association
ISSN: 0014-9802 46:4 2000 to 47:2 2001 (5 issues)

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ISSN 119-8063 10:1 Winter 2001 10:2 Spring 2001

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ISSN: 1094-9046
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ISSN: 118-6794
7: 2 Winter 2000 8:1 Autumn 2000 8:2 Winter 2001

Appendix 16.3

INDEPENDENT LEARNING SKILLS

VOLUME 1 :

SCOPE AND SEQUENCE

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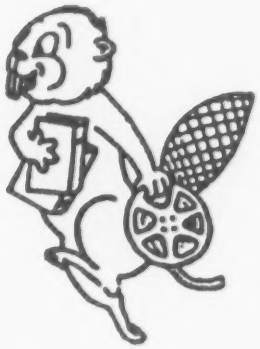
The Winnipeg School Division No. 1
Teachers Library & Resource Centre



Our thanks and appreciation to the following teacher librarians who are members of the Independent Learning Skills Committee:

Marion Corda	- Ralph Brown School
Chris Dewar	- St. John's High School
Sylvia Haverstick	- Norquay School
Alice Moulton	- Cecil Rhodes School
Sandra Proudfoot	- Carpathia School
Louise Schoenherr	- John Dafoe School
Arlene Staniul	- Elmwood School

Jean Baptist (Committee Chair)
Library Media Services Consultant

Gerald R. Brown,
Chief Librarian

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INTRODUCTION

This Independent Learning Skills Scope and Sequence document has been developed to assist teachers and teacher librarians in identifying information skills that are a priority for the students in their school. The guide is descriptive, not prescriptive, as it presents a wide range of possible independent learning skills. The skills are organized into four categories based on the steps in the research process:

1. Locational skills - physically finding resources and the information in those resources.

2. Analytical skills - analyzing the topic to be researched, developing a research plan, analyzing resources for appropriateness and applicability to topic, analyzing value of information in relation to topic and purpose.

3. Comprehension skills - understanding the information, considering the information in relation to the topic, extracting pertinent information, organizing information, seeing relationships, making inferences, drawing conclusions.

4. Recording, reporting, demonstration skills - recording and sharing information.

Because skill development is cumulative and depends upon students' experience and ability level, no attempt has been made to specify either grade level or sequencing of learnings.

It is expected that users will select the specific skills for a particular unit of study as appropriate to:

- the age, grade and prior experience of the students
- the type of material being used
- the format of the final product

An independent learning skills program at any grade level will consist of a series of units with each unit reinforcing previous learnings while developing a new skill or skills.

A cooperatively developed school plan for independent learning skills will encourage consistency at each grade level as well as the sequential development of skills from grade to grade.

STRATEGIES FOR HELPING STUDENTS BECOME INDEPENDENT LEARNERS

INDEPENDENT LEARNING SKILLS

Independent learning skills are the skills a person needs to be information literate - able to identify when information is needed and able to locate, evaluate and use information. In Independent Learning Skills, Volume 1: Scope and Sequence the skills have been organized under four headings corresponding to the stages in an inquiry process:

- Locational skills
- Analytical skills
- Comprehension skills
- Reporting, recording, demonstration skills

Research projects provide an opportunity to:

- teach independent learning skills in a meaningful context
- involve students actively in the learning process
- develop students' skills in
  - higher level thinking
  - media literacy
  - group discussion
  - self evaluation

When students are given the opportunity to do research projects they do not automatically develop the necessary skills. The strategies needed to become effective life-long independent learners must be taught.

Skills such as scanning, skimming, notetaking or outlining can be learned through demonstration and practice. Skills in seeing relationships among facts, in identifying bias, stereotyping, assumptions, emotional appeal, etc. can be developed through planned listening, viewing and reading activities followed by discussion. When the skill teaching is done just prior to students embarking on research it meets two criteria for effective learning:

- a real need for learning the skill
- an immediate opportuntity to practice the skill

Any research project that does not include a skill-teaching component is a "missed opportunity". This basic principle applies from Kindergarten to Grade 12.

Research does not necessarily require reading or writing skills. It does require an inquiring mind-set. Picture a kindergarten class where the students have been enjoying stories with the pattern of three. The teacher has told the story The Three Bears. The children are excited about the idea of making child-size story characters by drawing around their own bodies. However, in discussion, they find they have a problem. They're not sure what bears look like. What shape are a bear's ears? ... legs? ... paws? How long is a bear's snout? ... tail? What color is a bear? On a visit to the school library the children examine many pictures of bears to find the answers to their questions. This activitiy can be planned by the classroom teacher and the teacher librarian to develop the following search strategy concepts:

- You can get information from pictures.
- The library has many pictures of bears in different media formats.
- You may have to consult more than one source to get all the information you need. (For example, a frontal view of a bear will not give information about its tail.)
- The information in all sources may not always agree. (The teacher librarian included pictures of black, brown and white bears).
- Drawing a picture is one way of recording what you have learned.

This focus on skill development should continue through the high school level. Each research project should be planned for the development of new skills and for the application of previously learned skills to more complex material or more controversial issues or problems.

However, it is not enough to teach independent learning skills and provide for the practice of these skills in the meaningful context of a research unit. To help improve their performance students need feedback on their level of skill attainment. For example, one way to evaluate students' notetaking skills is to have their notes handed in for diagnosis of specific strengths and weaknesses.

ACTIVE STUDENT INVOLVEMENT

The general aim at every grade level should be to move from teacher/teacher librarian directed activities to those that are more student directed. For example teacher-assigned topics can be expanded through group brainstorming, classifying and categorizing of questions. Other areas where group or individual decision-making can be built into a research unit include:

- planning of a search strategy
- division of tasks within a group
- selection of materials
- analysis and organization of information
- selection of media formats for reporting
- evaluation of individual and group work

At the most advanced level students, individually or with peers, would be responsible for making the decisions at every stage in the research process, from selecting a topic and developing a research plan to establishing criteria for peer and self evaluation. The teacher and teacher librarian, using pre-established evaluation criteria, would monitor the students' performance at specified stages in the process, providing guidance and and instruction as needed.

HIGHER LEVEL THINKING SKILLS

Frequently student researchers are involved in mere fact-finding exercises rather than true inquiry. Good research projects are stated as questions, not topics. They require students to probe, make choices or address a problem or issue. Consider the difference in level of thinking required by topic versus question in the following examples:

TOPIC: Selkirk settlers
QUESTION: How did the arrival of the Selkirk settlers affect the lives of the people already living in the Red River area?

TOPIC: Feudal society
QUESTION: What major changes distinguished the feudal society from earlier societies?

TOPIC: World landforms
QUESTION: What is the relationship between the world pattern of landforms and the world pattern of population distribution?

TOPIC: Multiculturalism
QUESTION: What are the advantages and disadvantages of a multicultural society?[2]

The topics give the students little focus. They set the stage for the copying of information without a clear purpose in mind. The questions, on the other hand, require the students to analyze, compare, classify, perceive relationships, infer, hypothesize, evaluate, etc. The students must decide what information they will need in order to answer a question. This will involve the brainstorming of supplementary questions. Facts will need to be gathered but now the search will have a purpose and direction. In addition, the information gathered will be USED. To answer a question or solve a problem facts will need to be examined, relationships considered and conclusions drawn.

MEDIA LITERACY SKILLS

Research projects should be organized to encourage students to seek information from a variety of sources, both inside and outside the school - books, newspapers, magazines, audio visual materials, artifacts, realia, computer data bases, individuals and institutions.

The end result of the research process should be the sharing of one's information and conclusions with others through speaking, writing or using the visual and aural arts. This basic principle applies from Kindergarten to Grade 12. For example, at the secondary level, research paper findings should be shared in some way, not just handed in to the teacher for marking.

The decision regarding the format of a presentation should involve consideration of reporting techniques most appropriate for the message. Students, therefore, need to be aware of the variety of oral, written and audio visual reporting modes that are available. Skill instruction should include, as needed, training in media literacy and media production.

GROUP DISCUSSION SKILLS

Research projects provide a ready-made opportunity to integrate cooperative learning strategies. Using the Sharans' group investigation model[3] students are organized into research groups which discuss and decide:

- what they need to investigate to solve their problem
- what resources they require
- who will do what
- how they will present their information to the class.

The actual research is done individually or in pairs with group members coming together to share their information: discussing, clarifying, evaluating and synthesizing ideas to decide on their conclusions and message.

The pre-teaching and practice of group discussion skills is needed in order for cooperative groups to work together effectively in completing their task. Those skills include strategies such an initiating, opinion seeking, opinion giving, active listening, paraphrasing, consensus testing, encouraging, harmonizing, compromising, etc.

EVALUATION SKILLS

Both self evaluation and the ability to offer constructive criticism are life skills. Every research project should involve students in the evaluation process. Using the group investigation model, described above, students' presentations to the class are evaluated by their audience using previously established criteria. Students should also participate with the teacher and teacher librarian in the evaluation of their own performance and product as well as the effectiveness of their group interactions.

COOPERATIVE PLANNING AND TEACHING

Classroom teachers and teacher librarians share the responsibility for helping students develop independent learning skills through resource-based learning. Collaboration in the planning, implementation and evaluation of research units helps ensure:

- adequate materials will be available
- independent learning skills instruction will be integrated into every subject area
- more individualized guidance is available for students

An additional advantage of collaboration is the sharing of teaching tasks with another adult. Components of the unit to be considered at the planning stage can include:

- the teacher's aim and specific objectives for the unit
- materials appropriate to the objectives
- independent learning skills students will need to use to complete the project
- skills which must be taught, revieved or reinforced
- techniques for helping students to define their topic and develop efficient research strategies
- preparation of study or research guides
- evaluation procedures to assess
    - learning outcomes
    - level of skill development
    - effectiveness of the unit design.[4]

Advance planning can ensure that both library space and the teacher librarian's time can be booked at appropriate intervals in the unit for skill teaching and research activities.

CONCLUSION

Students have no time to waste in sterile fact-finding exercises whose end product is simply an assignment to be handed in for marking. Research projects have the potential to motivate learning and to develop life-long independent learning skills. Let's realize that potential!

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by Jean Baptist,
Library Media Services Consultant

INDEPENDENT LEARNING SKILLS: SCOPE AND SEQUENCE

NOTE: All categories of skills apply to information in any media format:
- print
- audio (in-person presentation, tape)
- visual (maps, graphs, charts, photographs, cartoons, filmstrips, moving pictures, etc.)
- human resources
- community resources
- artifacts, realia
- actual events
- computer data bases, etc.

Locational Skills

	Introduce	Reinforce	Extend
1. Understand locational signs and labels.			
2. Understand and use alphabetical order of letters and words:			
2.1 Single letter			
2.2 Second letter			
2.3 Third letter and beyond			
2.4 Special rules			
3. Understand how material is arranged in a library.			
4. Use card catalogue (or computer data base) to locate material.			
5. Understand functions of parts of a book and use effectively:			
5.1 Title page			
5.2 Table of contents			
5.3 Index			
5.4 Glossary			
5.5 Preface, forward, introduction, afterward			
5.6 Footnotes			
5.7 Pagination			
5.8 Illustrations, graphs, charts, etc.			
5.9 Bibliographies			
5.10 Appendices			
6. Identify logical alternative headings when chosen subject heading is not in card catalogue, computer data base or index.			

Continued ...

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Locational Skills, continued ....

	Introduce	Reinforce	Extend
7. Make efficient use of dictionaries:			
7.1 Abridged			
7.2 Unabridged			
7.3 Specialized			
7.3.1 Pictorial dictionaries			
7.3.2 Subject dictionaries			
- biographical, geographical, etc.			
7.3.3 Foreign language dictionaries			
7.3.4 Thesauri			
8. Make efficient use of encyclopedias:			
8.1 Guides on spine			
8.2 Guide words			
8.3 Indexes			
8.4 Cross references			
8.5 Key words			
8.6 Headings and sub-headings			
8.7 Subject encyclopedias			
8.7.1 Science			
8.7.2 Music			
etc.			
9. Make efficient use of ready reference sources:			
9.1 Atlases, maps, globes, gazeteers			
9.2 Almanacs, yearbooks, fact books			
9.3 Handbooks, manuals			
9.4 Field guides			
9.5 Government publications			
9.6 Statistical sources			
9.7 Other collective works			
9.7.1 Books of quotations			
9.7.2 Books of dates			
etc.			
9.8 Bibliographies			
9.9 Directories			
9.9.1 Telephone			
9.9.2 Postal code			
etc.			
9.10 Indexes:			
9.10.1 Periodical indexes:			
- Children's Magazine Guide			
- Abridged Readers' Guide			
- Readers' Guide			
- Canadian Periodical Index			
- National Geographic Index			

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Locational Skills, continued ...

	Introduce	Reinforce	Extend
9.10.2 Indexes other than periodical indexes:			
- Short story			
- Plays			
- Biography			
etc.			
10. Make efficient use of periodicals most appropriate for a particular purpose.			
11. Make efficient use of newspapers.			
12. Make efficient use of pamphlet and picture files.			
13. Use following skills, as appropriate, to locate information efficiently:			
13.1 Scanning (dictionary, index, table of contents, visuals)			
13.2 Skimming (key words, phrases or passages, main idea, overview)			
14. Locate and use data through:			
14.1 Intervieving			
14.2 Observation and recording of objects, events			
14.3 Experimentation			
14.4 Utilizing audio-tapes, film, radio, T.V., etc.			
14.5 Utilizing artifacts, realia, museums, etc.			
15. Make efficient use of surveys and opinion polls			
16. Make efficient use of computer data banks.			
17. Make efficient use of flowcharts.			
18. Use sources of information external to school:			
17.1 Other libraries			
17.2 Museums			
17.3 Human resources			
17.4 Other community resources			
19. Select appropriate audio visual equipment and operate properly.			
20. Recognize organizational schemes, in addition to Devey, for arranging resources e.g. Library of Congress.			

Continued ....

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ANALYTICAL SKILLS

	Introduce	Reinforce	Extend
1. Analyze subject/topic/problem to establish focus for research:			
1.1 List basic information already known about the topic.			
1.2 Do background reading, if necessary, before generating questions.			
1.3 Brainstorm questions that could be researched.			
1.4 Group, classify, categorize questions.			
1.5 Select question or questions to research.			
2. Develop good research questions that:			
- address a problem or issue			
- probe			
- require the making of choices			
3. Decide nature/format of final product.			
4. Develop a step-by-step research plan.			
5. Choose resources most appropriate to research purpose.			
6. Use skill of skimming to preview material and analyze relationship of information to research purpose:			
6.1 Sub-headings			
6.2 Main idea			
6.3 Supporting details			
7. Judge value of materials:			
7.1 Accuracy			
7.2 Currency			
7.3 Scope			
7.4 Relevance			
7.5 Ease of use			
7.6 Documentation			
7.7 Author's credentials			

Continued ....

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Analytical Skills, continued ...

	Introduce	Reinforce	Extend
8. Evaluate information			
8.1 Distinguish between fact and fiction			
8.2 Differentiate between relevant and irrelevant information			
8.3 Understand implied meanings			
8.4 Identify author's purpose and point of view			
8.5 Identify:			
- unsubstantiated statements			
- inconsistencies, errors, omissions			
- bias, stereotyping, assumptions			
8.6 Choose among competitive values			
8.7 Deal with conflicts of authority			
8.8 Recognize emotional appeal			

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COMPREHENSION SKILLS

	Introduce	Reinforce	Extend
1. Understand glossary and dictionary definitions.			
2. Understand vocabulary and word meanings.			
3. Develop a skeleton outline.			
4. Use appropriate rate/type of reading for purpose:			
4.1 Skim			
4.2 Study - SQ3R (Survey, Questions, Read, Recite, Review)			
4.3 Critical			
5. Use critical thinking skills when reading, listening or viewing:			
5.1 Defining			
5.2 Observing			
5.3 Comparing			
5.4 Classifying			
5.5 Interpreting			
5.6 Noting relationships			
6. Use group discussion skills effectively:			
6.1 Task functions			
6.1.1 Initiating			
6.1.2 Information or opinion seeking			
6.1.3 Information or opinion giving			
6.1.4 Clarifying or elaborating			
6.1.5 Summarizing			
6.1.6 Consensus testing			
6.2 Maintenance functions			
6.2.1 Encouraging			
6.2.2 Expressing group feeling			
6.2.3 Harmonizing			
6.2.4 Compromising			
6.2.5 Gate-keeping			
6.2.6 Setting standards			

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Continued ...

Comprehension Skills, continued

	Introduce	Reinforce	Extend
7. Record information in form appropriate to skill level:			
7.1 Illustration			
7.2 Word banks			
7.3 Oral paraphrase dictated to scribe			
7.4 Written paraphrase			
7.5 Written notes			
8. Keep a record of resources used, consistent with final bibliographic form.			
9. Organize information using appropriate pattern:			
9.1 Chronological, time			
9.2 Cause/effect			
9.3 Comparison/contrast			
9.4 Space, distance			
9.5 Logical sequence			
9.6 Relative importance			
9.7 Analagous relationship			
10. Evaluate information gathered to identify:			
10.1 If information is complete/sufficient			
10.2 How best to present information			
11. Reach tentative conclusions based on information:			
11.1 Drav inferences			
11.2 Make generalizations			
11.3 State hypothesis			
11.4 Offer opinions with reasons			
11.5 Make judgments with criteria			
11.6 Summarize basic principles/concepts			
12. Evaluate conclusions and change if errors in logic or new information indicate need.			
13. Revise original outline, or questions, as required.			

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RECORDING, REPORTING AND DEMONSTRATION SKILLS

	Introduce	Reinforce	Extend
1. Use a reporting format that is appropriate for the message. Possibilities include:			
1.1 Oral			
___ oral			
___ oral presentation with visuals			
___ seminar (presentation, questions and answers)			
___ panel discussion			
___ debate			
___ demonstration			
___ dramatization (play, skit, puppet play, interview)			
1.2 Written			
___ written report (sentence(s), paragraph(s))			
___ illustrated book (group, individual)			
___ essay			
___ research paper			
___ precis/abstract			
1.3 Audio-Visual			
___ pictorial representation (poster, mobile, mural, bulletin board)			
___ overhead transparencies			
___ photographic representation			
___ slide production			
___ filmstrip			
___ graphs/charts			
___ audio tape			
___ slide/tape production			
___ video tape			
___ model/diorama			
___ game (board or computer)			
2. Prepare first draft (in format appropriate to method of presentation.			
3. Edit and revise first draft.			
4. Use quotations, as appropriate.			

Continued ...

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Recording, Reporting, Demonstration Skills, continued ...

	Introduce	Reinforce	Extend
5. Use footnotes appropriately.			
6. Revise to produce final draft.			
7. Edit material in final presentation format.			
8. Produce related materials appropriate to method of presentation.			
9. Prepare bibliography of resources used:			
9.1 Preliminary form: author/title			
9.2 Basic form: Call number/author/title/copyright date			
9.3 Standard citation format (for all media formats including mixed media)			
9.4 Annotations			
10. Use effective presentation techniques, as appropriate to selected mode of presentation.			
11. Show evidence of originality in			
11.1 Conclusions drawn			
11.2 Presentation of information			
12. Apply new concept(s) learned to other situations and/or recognize areas for future study.			
13. Participate in evaluation of process and product:			
13.1 Evaluate own performance/product			
13.2 Evaluate work of others, using constructive criticism, as appropriate			
13.3 Evaluate group interaction			
13.3.1 Task functions			
13.3.2 Maintenance functions			

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Appendix 16.4

WHAT WORKS: Integrated Information Skills Instruction

Research Finding:

Students learn more and produce better research products following planned, integrated information skills instruction by the teacher and teacher-librarian together.

Comment:

Students move through different stages of the search process with predictable thoughts, feelings and actions; these thoughts progress from general to specific to focused, and confidence increases from initiation through to closure; this knowledge enables teachers and teacher-librarians to plan appropriate intervention strategies.

Students are positive about resource-based research assignments but are often not given sufficient instruction or time to produce quality work.

Students are more successful when whole class, full period instruction occurs in the classroom with brief lesson reminders at the beginning of the process in the library resource center than when information skills are taught for a full period solely in the library.

Students typically lack a clear research focus at the beginning and need better search strategies.

Concept mapping is a powerful tool as a pre-search activity enabling students to be more thorough and efficient, able to reformulate the search from general to specific, shift synonyms, and make more corrections among search tools; perhaps most important is enabling students to develop a stronger focus formulation and be less sensitive to information overload.

Teachers are generally positive toward information skills instruction by the teacher-librarian regardless of their preferred teaching method.

Integrated resource-based instruction is more successful in terms of student learning than no instruction or non-integrated instruction.

Students do better when the classroom teacher and the teacher-librarian engage in formal rather than informal planning.

Frequent interventions by the TL, especially one-on-one conferencing, help to bridge the gap between students' actual and potential developmental levels.

Sources:

Bland, Kay P. *CD-ROM utilization in the high school student research process.* Ed.D. dissertation. The University of Memphis, 1995.

Cole, Paula G. *Self-regulation and the secondary school library media center: A development project.* Ed.D. dissertation. University of Southern California, 1996.

Friel, Linda De Lyon. *The information research process with low-achieving freshmen using Kuhlthau's six-stage model and the interventions that facilitate the process.* Ed.D. dissertation. University of Lowell, 1995.

Gordon, Carol Ann. *Concept mapping as a pre-search activity in the research process.* Ed.D. dissertation. Boston University, 1995.

Hara, Katsuko. *A study of information skills instruction in elementary school: Effectiveness and teachers' attitudes.* Ph.D. dissertation. University of Toronto, 1996.

Ken Haycock

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What Works

Appendix 16.5

Ken Haycock

Collaborative Program Planning and Teaching

Research Finding:

Collaborative planning requires a knowledgeable and flexible teacher-librarian, with good interpersonal skills and a commitment to integrated information literacy instruction, and the active support of the principal.

Comment:

Teacher-librarians recognize the critical importance of their participation in curriculum development; however, their actual involvement in collaboration with classroom teachers does not match the theoretical role and the role they were trained to perform.

Collaborative planning is impacted by the individuals involved, school climate, time for planning, the organization of the school, the facility and collection and training; of these, the characteristics and actions of the people involved is most important.

Collaboration with colleagues and varied student use (individual, small group) is more evident in schools with flexibly scheduled library resource centers. Regardless of whether the schedule is flexible or fixed, classroom teachers tend to accompany their classes — the schedule is thus more a reflection of the school's philosophy and goals.

While elementary teacher-librarians participate more on school curriculum committees than their secondary school colleagues, secondary teacher-librarians plan library-based units with teachers more often and more formally.

Collaboration between teacher and teacher-librarian not only has a positive impact on student achievement but also leads to growth of relationships, growth of the environment and growth of persons.

Sources:

Cate, Gwendolyn Landrum. (1998). *A teacher's perception's of the library media specialist as instructional consultant.* Ed.D. dissertation. Texas Tech University.

Farwell, Sybil M. (1998). *Profile of planning: A study of a three year project on the implementation of a collaborative library media program.* Ed.D. dissertation. Florida International University.

Jones, Annease Chaney. (1997). *An analysis of the theoretical and actual curriculum development involvement of Georgia school library media specialists.* Ph.D. dissertation. Georgia State University.

Wilson, Locordkenic Retroze Douglas. (1997). *An investigation of the differences between a flexibly scheduled media center and a traditionally scheduled elementary school media center and the effects on administration, faculty, and students.* Ph.D. dissertation. Walden University.

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Appendix 16.6 Project / Unit Planning Form p.1 of 3

GRADE/ROOM _____ SUBJECT _____

FUNCTIONAL LEVEL OF STUDENTS (listening, viewing, reading _____

A. TOPIC _____

B. MATERIALS _____

C. CONCEPTS TO BE DEVELOPED _____

TIME ALLOTED: _____

D. KEY WORDS _____

E. WORKING VOCABULARY _____

F. TYPE OF PROJECT _____

Appendix 16.6 Project / Unit Planning Form p. 2 of 3

G. INDEPENDENT LEARNING SKILLS

	Locational	Analytical	Comprehension	Recording & Reporting
(a) New				
(b) Review				
(c) Re-enforce				

H. RESEARCH OUTLINE OR STUDY GUIDE _____

Appendix 16.6 Project / Unit Planning Form p. 3 of 3

. ORGANIZATION OF UNIT _____

(a) Motivating Activities _____

(b) Skills Teaching _____

(c) Research Groups _____

(d) Discussion

(i) Small Groups _____

(ii) Large Group _____

Appendix 16.7

CERTIFICATE CREDIT COURSE FLIS **DRAFT PROPOSAL**

0. Title: **Using the Research Process in Classroom / Library Integration Teaching**
(SLIS Course Option Number ____)

1. **Abstract**

As public education curriculum makes a shift from content-centred education to process and child-centred approaches, the need to understand the research process for all learners. This practical course will examine the Big Six approach, and apply it as a potential teaching technique in all subjects and with all ages.

2. **Aims of the Course:**

2.1 To enable teachers to develop a practical understanding of a research process for all learners
2.2 To provide skills in using the components of the BIG SIX Research Process in practical situations

3. **Learner Outcomes:**

Upon completion of the course, the learner will be expected to be able to :
3.1 demonstrate a clear understanding of the components of the BIG SIX research process
3.2 apply the components in various assignment applications for use in schools
3.3 evaluate the areas where students are having difficulty with the processes
3.4 conduct training programmes for colleagues in a practical setting
3.5 indicate how experience with this process has affected the individual's research methodology and learning style.

4. **Indicators of Course content**

4.1 - need: education in an information society
4.2 - foreshadowing implementation - contexts - curriculum and process
4.3 - information skills - the nature and use
4.4 - the Big Six skills model (2 sessions)
4.5 - technology skills in the Big Six context
4.6 - learning technology skills (at least 5 sessions, with practise)
4.7 - developing integrated units and lessons (4 sessions minimum)
4.8 - evaluating information skills in context
4.9 - sharing lessons and units
4.10 - planning strategies to share with colleagues
4.11 - underlining the collaboration with the library team
4.12 - debrief

5. **Indicators of Student Workloaad**

This is the equivalent of a full course

Lectures:	30 percent
Seminar & group work	25
Practise work	25
Sample units	20
Examination	

6. **Assessment & Evaluation Process**

Final examination	50 %
Assignments in class	20
Major units	30

7. **Duration**
   The course should run for a minimum of 20 sessions, each 2 ½ hours in length
   Equivalent of 50 instructional hours

8. **Language of Instruction**
   Formal instruction will be carried on in English
   Assignments will be accepted only in English
   Examination may be written in English, or another language with prior consultation with the examiner

9. **Entrance Requirements**
   Teacher certificate, or same in progress
   Functional English
   Classroom teaching experience
   Demonstrated leadership and innovative characteristics

10. **Graduate Requirement**
    Participation in all classes
    Satisfactory completion of all assignments
    Sharing with colleagues
    Satisfactory grade on final exam, according to University graduate level programmes

    To be determined in credit is sought for continuing study
    If application is made and related fees are paid to FLIS at the time of registration, this course may be considered as an option taken for credit

Further Implementation Process

To do a number of courses for teachers of a number of schools in the city, and at various provincial training centres or district resource centres would be expedient. The Continuing Education Centre could contract the instructors, monitor the programmes, and award the certificates.

The time could run to 50 class hrs. (20 - 2.5 hr. meetings).

Between 20 - 25 teachers on 12 Internet equipped computers in a lab setting would be a practical setting.

Revised 2000.01.10

Gerald R. Brown, Consultant

Appendix 16.8 (p. 1 of 7)

Collaboration Through PARTNERS IN ACTION

EDUCATION DIRECTOR'S GUIDE

CURRICULUM EXPERTISE

STAFF DEVELOPMENT

INTEGRATION

TECHNOLOGY

QUESTIONS

Document adapted by Gerald R. Brown, NILIS Consultant for use with the Sri Lanka Provincial Directors of Education, Zonal Officers, and District Officers at a special seminar in January 2000.

"School leaders recognize the power that a school library program integrated with the classroom can provide in improving the quality of learning and they can work to unleash that power.: NASSP May 1991.

Curriculum Expertise: Considerations

1. Restructuring
2. Integration
3. Information literacy
4. Independent Research/Inquiry
5. Partnerships
6. Equity

Knowledge and expertise in resource-based learning across the curriculum enables the Teacher-Librarian to be a curriculum leader.

Teacher-librarians can:

1. enable students to skillfully cope with the information explosion
2. use a wide variety of teaching strategies to assist learners in all stages of development
3. strengthen and enrich the teaching team within the school by collaborating with other teachers through Resource-based learning
4. support administrators by facilitating educational change
5. communicate the direction and focus of the library resource centre program

The DIRECTOR OF EDUCATION can encourage:

1. teacher-librarians to be on Board committees and writing teams
2. classroom teachers to clarify resource-based learning outcomes

CURRICULUM EXPERTISE

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"Staff Development is one of the most important factors related to change in practice." Fullan, 1982.

Staff Development Considerations

As Boards face the challenge of change, Partners in Action: The Library Resource Centre in the School Curriculum offers support for:

1. School-based staff development
2. Long-range planning
3. Managing/facilitating change
4. Professional growth

A strong Partners in Action program develops a culture of collaboration; creates an environment for change; builds cooperative planning skills and encourages a climate that supports life-long learning.

Teacher-Librarians:

s part of the Implementation of Partners in Action, teacher-librarians have developed aff development skills and strategies that enable them to:

1. facilitate change through coaching, mentoring, modelling, demonstrating, presenting and communicating
2. develop library resource centre policies and long-range plans with staff; plan co-operative programming, teach and evaluate units of study
3. collaboratively implement change with the principal and teachers
4. share professional growth opportunities and research with staff

The DIRECTOR OF EDUCATION can encourage:

1. "Partners in Action" as a strategy for creating collaborative schools
2. teacher-librarians to participate in staff development committees

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"Information searches across the curriculum can prepare students for the critical role that information plays in virtually all decision making." Phi Delta Kappan, March 1992.

Integration: Considerations

1. Student needs: Connections-transfer of learning
2. Promotion of staff collaboration and co-operative planning
3. Curriculum design - skills, concepts, values
4. Managing information explosion
5. Use of resources - cross curricular applications
6. Time management, strategic planning and evaluation
7. Learning strategies/Problem solving
8. Independent research/inquiry

A. Teacher-Librarians:

Teacher-librarians have a cross-curricular perspective of students, staff, programs and resources which enables them to:

1. facilitate the students' mastery of generic information skills
2. promote collaboration with staff through thematic/holistic approaches
3. interpret new curriculum policies, school board guidelines and educational innovations (e.g. independent study)
4. help students to develop divergent thinking
5. use resource-based learning to address a variety of learning styles within a cross-curricular application
6. ensure equity of access to co-operative programming and resources
7. provide a bridge to the community and to the workforce encouraging life long learning

B. The DIRECTOR OF EDUCATION can encourage:

1. site-based generic information-skills continuums
2. schools to utilize teacher-librarians' cross-curricular perspective in implementing the proposed Ministry of Education's documents, Towards an Integrated Curriculum and Common Curriculum Grades 1-9

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The Library Resource Centre is the logical location for equity of access to new information technology.

Technology: Considerations

In response to the rapid growth in technology our schools must be prepared to make informed and educationally sound decisions re:

1. The selection and use of technology appropriate to the needs of the learner
2. The integration of technology into the curriculum
3. Media literacy
4. Electronic search strategies
5. Networking of electronic information

Teacher-Librarians have expertise in resource-based learning, collaborative planning and electronic search strategies

A. Teacher-Librarians:

1. assist teachers and students to acquire the skills to use technology in the teaching/ learning process
2. facilitate the development of a school-based electronic information search continuum
3. integrate computers and media into the teaching/learning process
4. assist other teachers and students to choose the most appropriate technology for the specific learning experience
5. collaborate to network electronic information both within and without the school

B. The DIRECTOR OF EDUCATION can encourage:

1. inclusion of a library consultant or teacher-librarian on local and regional computer committees
2. schools to have a wide range of media and technology ensuring a balance of appropriate tools addressing all learning styles

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QUESTIONS THE DIRECTOR MIGHT ASK THE PRINCIPAL

1. Does the teacher-librarian prepare written goals/a library resource centre plan?
2. How is this plan shared with the staff?
3. How is the library resource centre plan congruent with the school plan?
4. To what degree are resource-based learning and co-operative programming incorporated in teachers' long-range plans and curriculum units?
5. How do you perceive student use of the library resource centre and its facilities?
6. How do you perceive staff use of the library resource centre and its facilities?
7. Are you satisfied with the implementation of Partners in Action to date in your school? What strategies will be employed to further the integration of the classroom program with the library resource centre?
8. To what extent is the teacher-librarian available for planning during school hours? (This can be a real problem for part-time teacher-librarians and schools with large enrollments.)
9. How is planning time for co-operative programming managed?
10. Is the library resource centre available to students continuously throughout the school day?
11. Is the library resource centre program disrupted by preparation time or lack of space?
12. How is the teacher-librarian involved in the teaching of learning strategies and skills?
13. Has an information/learning skills continuum been adapted for your school?
14. How is the teacher-librarian involved in the evaluation of students' work?
15. Is the teacher-librarian performing a significant role in the reading development of students?
16. How does the teacher-librarian participate in staff meetings?
17. To what extent is the staff involved in the recommendation and selection of materials for resource-based learning?
18. How is the library resource centre budget determined/allocated in order to support resource-based learning?
19. What areas of concern do you have: facilities, staffing, equipment, resources, other?

QUESTIONS

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QUESTIONS THE DIRECTOR MIGHT ASK THE TEACHER – LIBRARIAN

1. What are the goals of the library resource centre program for the year? What strategies have you identified in your Library Resource Centre Plan to achieve these goals?
2. How do you share these goals with other staff members?
3. What are the most frequent uses of the library resource centre by students?
4. In which directions would you like to see students' use of the library resource centre develop?
5. How is the Information/Learning Skills Continuum used in co-operative programming?
6. Are you better able to meet the growing individual student needs with co-operatively planned units?
7. How are you involved in evaluation of students' work?
8. How do you involve teachers in collection development?
9. How do you balance organizational tasks and program needs?
10. What areas of concern do you have: facilities, staffing, equipment, resources, other?

QUESTIONS THE DIRECTOR MIGHT ASK THE CLASSROOM TEACHER

1. In what ways do your students use the library resource centre?
2. In what ways do you involve the teacher-librarian in your program?
3. Are you better able to meet the growing individual student needs with co-operatively planned, taught and evaluated units?
4. Is an Information/Learning Skills Continuum integrated into curriculum units?
5. What evidence do you see that students are becoming independent life-long learners?
6. How is the teacher-librarian performing a significant role in the reading development of students?
7. What changes would you like to see in the library resource centre facilities and program concerning the following:

a. Learning strategies
b. critical thinking
c. problem-solving
d. research process
e. learning styles and needs
f. independent study
g. evaluation
h. reading development and enjoyment

QUESTIONS

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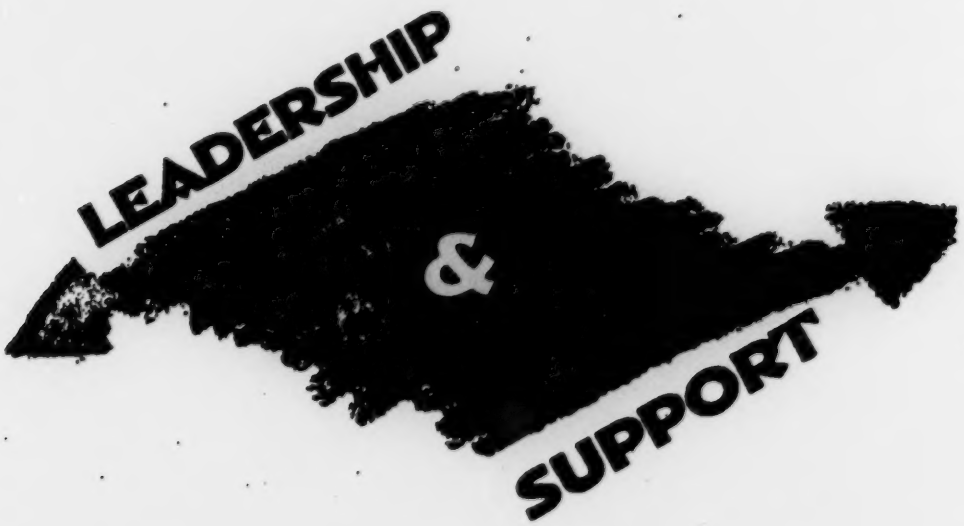
Appendix 16.9 Canada. British Columbia. (p. 1 of 1)

DRAFT 2

THE ROLE OF DISTRICT RESOURCE CENTRES



For more information,
contact John Caldwell at
School District 65 (Cowichan)
(604) 748-0321

May 1995
Developed by Vancouver Island and Southern Interior
District Resource Centre Coordinators

Summary ►►►

The Role of District Resource Centres: Leadership and Support

►►►

Mission Statement
District Resource Centre and their staffs provide students and educators with cost effective, equitable access to learning resources and services through evaluating, planning, managing and promoting these resources.

Leadership and Liaison
District Resource Centre staff provide leadership and liaison through the development and promotion of learning resources for use across the district and at the school level.

Acquisition and Distribution of Learning Resources
District Resource Centres have coordinated systems for the acquisition and distribution of learning resources that ensure cost effective and equitable access across the entire school district.

Evaluation and Selection of Learning Resources
A learner focused educational philosophy and the accompanying emphasis on resource-based learning has made the evaluation and selection of appropriate learning resources a vital component of curriculum implementation. Learning resources to support the teaching and learning of curricula are best selected by educators at the Provincial, District and School level.

Management of District Resource Centres
Management includes the ability to administer District Resource Centre programs, facilities, services, and staff in order that these may contribute to the stated educational goals of the District and the Ministry.

Design and Production of Learning Resources
Media to be used within the instructional framework are determined by the requirements of learning outcomes, course content and instructional methodology. Non-print materials can be obtained from commercial sources or produced locally.

Information Technology
District Resource Centres personnel have the ability to promote the use of technology and investigate new resources, technology and services involving information technology.

District Resource Centre Facilities
The Resource Centre should be designed to encourage the effective circulation and use of educational resources throughout the school district.

This document was developed by the Vancouver Island and Southern Interior District Resource Centre Coordinators in cooperation with the Pacific Instructional Media Association (PIMA).

May 1995

Mission Statement

District Resource Centres and their staffs provide students and educators with cost effective, equitable district-wide access to learning resources and services through evaluating, acquiring, managing and promoting these resources.

Rationale

District Resource Centres are well positioned to promote and facilitate the implementation of the effective use of learning resources. As the variety and format of learning resources continue to expand, there will be an increasing need to support the integration of these resources and their associated technologies with good teaching practice. Teachers will be faced with acquiring the skills needed to use a wider variety of learning resources in order to successfully integrate them into new and changing curriculums. A District Resource Centre should play an integral role in supporting student learning by providing the essential link between curriculum, school library resource centres and learning resources.

A District Resource Centre should provide the ongoing continuity needed to successfully implement new programs. As well it plays an invaluable role in linking the curriculum to learning resource components required for effective instruction. In the future, implementation of the effective use of learning resources will become more closely linked to implementation of curriculum as we move toward the use of integrated learning resource packages.

Implementation will require the successful integration of computer/technology skills with effective teaching strategies. A District Resource Centre is an ideal location for these technologies as the economies of scale should prove attractive, rather than duplicating expensive hardware requirements in each school. As well, a District Resource Centre can economically provide a site for training to take place. Ideally, the District Resource Centre should be a teacher-friendly, resource-rich, environment.

Given adequate budget and personnel, a District Resource Centre can provide a number of services which support the educational programs and goals of schools, the district and the Ministry of Education.

Leadership and Liaison

District Resource Centre staff provide leadership and liaison through the development and promotion of learning resources for use across the district and at the school level.

Professional and support staff at the District Resource Centre are able to:

- collaborate with administrators, teachers, teacher-librarians trustees and parents to determine policies for the promotion, selection and use of learning resources;
- advocate for the use of a wide range of print, non-print, electronic and human resources;
- develop short and long term goals for District Resource Centre services based on district and Ministry policies;
- provide curriculum development and support by serving on curriculum committees and advisory groups;
- promote district-wide policies, initiatives and programs;
- organize staff development workshops on the acquisition and use of learning resources and technology;
- act as a liaison with the Learning Resources and Curriculum Branches of the Ministry of Education;
- provide resources and services to parent and community groups;
- support curriculum development and implementation through the selection and circulation of professional materials and curriculum guides;
- improve communications across all areas of the school district by providing a clearing house for materials and/or a publishing centre;
- coordinate the circulation of materials with other districts and agencies;
- promote partnerships with other educational institutions, government agencies, business, industry, and non-profit organizations; and
- promote the use of Canadian produced learning resources.

Acquisition, Distribution and Management of Learning Resources

District Resource Centres should have coordinated systems for the acquisition and distribution of learning resources that ensure cost effective and equitable access across the entire school district.

District Resource Centres should provide policies and systems which:

- provide cost effective ways to acquire learning resources which may include; a tendering process, bulk purchasing, negotiating site licences, centralized purchasing and identifying jobbers;
- utilize current technology (on-line data networks and ordering systems, CD ROM etc.) to augment and enhance inventory, processing and distribution of learning resources throughout the district;
- reinforce the concept of equitable access to learning resources;
- maintain an accurate catalogue of learning resources according to established standards;
- develop an efficient system for circulation of centralized and school-based learning resources; and
- ensure the most efficient distribution of learning resources throughout the district.

Evaluation and Selection of Learning Resources

A learner focused educational philosophy and the accompanying emphasis on resource-based learning has made the evaluation and selection of appropriate learning resources a vital component of curriculum implementation. Learning resources to support teaching and learning are best selected by educators at the provincial, district and school level.

District resource centres should:

- provide leadership and assistance in the development of district and school-based policies, procedures and criteria for the evaluation, selection and challenge of learning resources;
- identify in consultation with committees, priority curricular areas for district and school-based purchasing;
- provide information and displays of learning resources to support the selection process;
- build a collection of bibliographic and evaluative sources to provide current information about learning resources and associated hardware;
- foster teacher involvement in the preview, evaluation and selection of learning resources;
- guide the development and implementation of district and school-based learning resources plans;
- maintain a cost effective district learning resource collection to supplement school collections;
- organize pilots and evaluation of selected learning resources;
- organize displays of learning resources; and
- provide inservice on the potential use of instructional technologies and learning resources.

Management of District Resource Centres

The management role provides for the administration of District Resource Centre programs, facilities, services, and staff in order that these may contribute to the stated educational goals of the district and the Ministry.

Management functions include:

- communicating with district staff, school staff, students and the community;
- establishing short and long range goals;
- reporting on the District Resource Centre operations;
- selecting, supervising and planning for the effective use of District Resource Centre professional and support staff;
- developing District Resource Centre facilities and services to support the objectives of the K-12 Education Plan as defined by the Ministry of Education;
- planning for efficient use of space and equipment, and for appropriate security;
- developing and managing a budget that reflects the needs of the instructional program;
- maintaining a current catalogue and an inventory of materials and equipment housed in the District Resource Centre;
- providing a service-oriented environment;
- applying technological advances to District Resource Centre and school library resource centre services;
- involving district and school staff in the evaluation and selection of learning resources;
- acquiring hardware and equipment that is most appropriately held and circulated through the District Resource Centre;
- maintaining meeting and seminar rooms to meet the needs of district and school-based committees
- maintaining a preview area for all media formats; and
- coordinating district ordering of resource materials.

Design and Production of Learning Resources

Media to be used within the instructional framework are determined by the requirements of learning outcomes, course content and instructional methodology. Non-print materials can be obtained from commercial sources or produced locally.

District resource centres can:

- advise and assist educators in media design and production;
- provide inservice in media design and production;
- advise and assist students in media design and production;
- provide inservice in media literacy education;
- provide support services such as desktop publishing, graphic production and design, layout, reproduction, laminating, printing etc.;
- produce learning resources such as audio cassettes, slides, photographs, transparencies, video-tapes, multimedia productions, posters, charts, kits etc.; and
- assist in the evaluation of locally produced non-print learning resources.

District Resource Centre Facilities

The District Resource Centre should be designed to provide the effective circulation and use of educational resources throughout the school district. To accomplish this, the facility should:

- be located centrally in the district to allow convenient access to teachers and staff;
- securely house media resource collections and equipment for loan or production;
- have a layout which facilitates browsing through media materials;
- offer expanded hours of operation (before and after school) to enable convenient access;
- provide space for organizing the shipping and receiving of materials and equipment to schools;
- include space for display, preview and production activities;
- have production equipment set up and accessible for teacher projects;
- be equipped with phone, fax and on-line connections to facilitate communication with district schools, suppliers, ministry and outside agencies;
- provide an area for use in training on audiovisual and computer technology equipment and techniques;
- house clerical staff to handle inquiries, reservations, shipping and other services;
- provide meeting or seminar rooms that can be booked by teacher or staff groups;
- incorporate distribution of school district mail and other communications; and
- provide technology for requesting, reserving, shipping, cataloguing and organizing media resources.

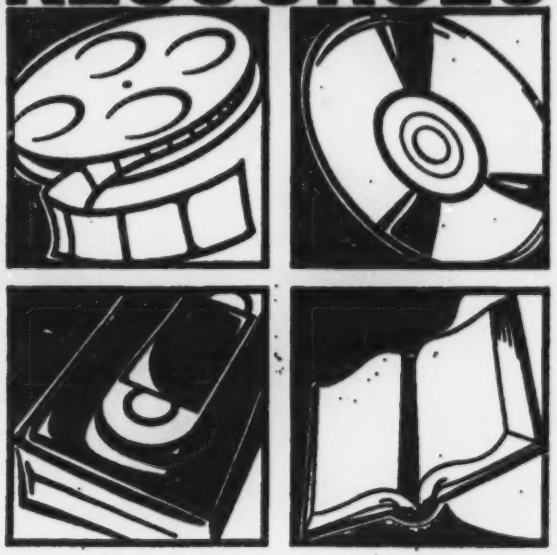
Information Technology

District Resource Centre personnel have the ability to promote the use of technology and investigate new resources, technology and services involving information technology.

District Resource Centre personnel support information technology by:

- promoting the acquisition of information skills;
- providing expertise in the selection of educational technologies;
- promoting current information technologies;
- providing assistance to schools involved with technological change through support and training;
- promoting information access to ensure equity for all students;
- supporting library automation; and
- participating in cooperative and coordinated projects within the province and district that involve information technologies; and
- supporting innovations in information technologies.

MARIAN LEARNING RESOURCES



The all in 1 Marian Learning Resources Info Brochure

Appendix 16.10
Canada. Burnaby School District No. 41
(Brochure, 2p.)

Media Loans:
We manage a collection of audio-visual resources such as videos, kits, films, filmstrips, big books, production equipment, [illegible] equipment and models.
You [illegible] a hard copy catalogue of our collection. Everything [illegible] is available for loan by district staff and can be requested by phone, fax or in person.

Pat Carroll	664-8281
Christal Caron	664-8282
Sandi Sellars	664-8296
Fax	664-8286

Media Acquisitions:
District staff members are tasked to assist us in the ongoing review and evaluation of learning resources. Recommended materials are purchased and added to the Media Loans collection. Ministry-recommended materials are also purchased and added to this collection.

Wendy Smith 664-8284

Print Resources Library:
We provide a variety of teaching resources to support the K-12 curricula and can coordinate packages of resources to supplement classroom materials.

Lynda [illegible] 664-8285

Book Pool/Textbook Distribution/Business Forms:
Book Pool houses a joint collection of class sets, which include novels, ESL materials, French resources, etc. These are available for loan. The department manages the Credit Allocation Program (CAP), textbook stock and the district [illegible] Rebind program. All the district business forms (time sheets, report cards, etc.) are ordered through the Purchasing Department but they are shipped to school [illegible].

Gail O'Neil 664-8497

Library Automation:
We provide automated cataloguing and processing services for the secondary school libraries (Moscrop English-language collection excepted) and for 11 elementary school libraries for both the English and French-languages collections. We also produce and maintain 4 union catalogues, which are available on CD, and provide software support for the library programs used in these schools.

Elizabeth Paterson and

Enhance your event with a display
We can provide displays of new resources for District Committees; an in-school display to support school-wide themes; displays to support District Pro D-Day.

Customized learning resource packages are our specialty
Packages could include books, novel sets with accompanying teaching units, supplemental bibliographies and audio-visual resources including models and equipment.

We deliver!
Schools have mail pick-up and delivery twice a week (Tuesday morning and Thursday afternoon). Order your resources -- we'll send them and pick them up too! Ask your school secretary where your school's package mailing is kept.

Learning Resources in Review:
Our newsletter features many of our newest resources, resources that support a seasonal theme, Internet links to related resources, or resources which support a teaching technique or learning style. Your copy will be [illegible] you via district mail.

Recommended IRP Resources
We have a complete set of IRP's for on-site reference. Each document has an accompanying list of recommended resources that are available at Marian.

Lights, camera, action!
Give us your show date well in advance and we'll reserve the appropriate sound and lighting equipment for your theatrical event or assembly.

Use our meeting room:
Want to get away from your school for your professional development day, district committee or department head meeting? Or to work on your Pro-G Plan? Our meeting room, available from 8:00 am - 5:30 pm, will accommodate 30 people comfortably. Amenities include a small kitchen, TV/VCR unit and overhead projector. Please book through Sandi Sellars at [illegible].

Preview Resources
Our Teacher's Preview Centre has a TV/VCR, laser disc player, slide projector, etc. We also have a cerlox binder that can be booked for use by district staff.

Map & Phone Numbers

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MARIAN LEARNING RESOURCES

7650 Sapperton Avenue
Burnaby, B.C.
V3N 4E1

Media Loans
664-8281
664-8282
664-8236

Print Resources
664-8285

Media Acquisitions
664-8284

Book Pool/Textbook Distribution
664-8497

Library Automation
257-4405

Meeting Room/Cerlox Binder
664-8236

Fax
664-8286

Hours of operation:
8:00 a.m.-4:30 p.m.
Monday- Friday
Open year-round
Meeting Room open until 5:30 p.m.

BURNABY SCHOOL DISTRICT 41

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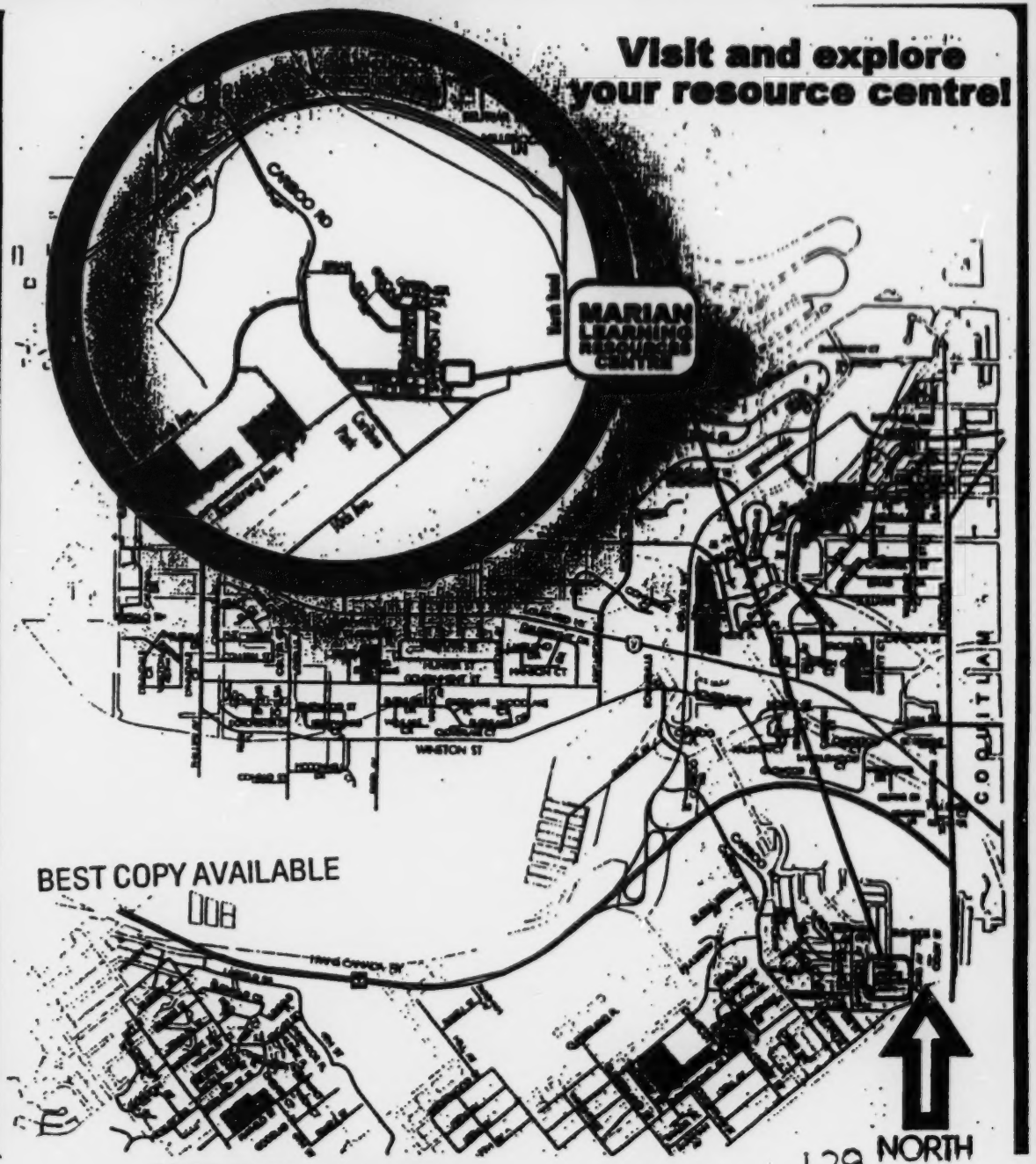
Visit and explore your resource centre!



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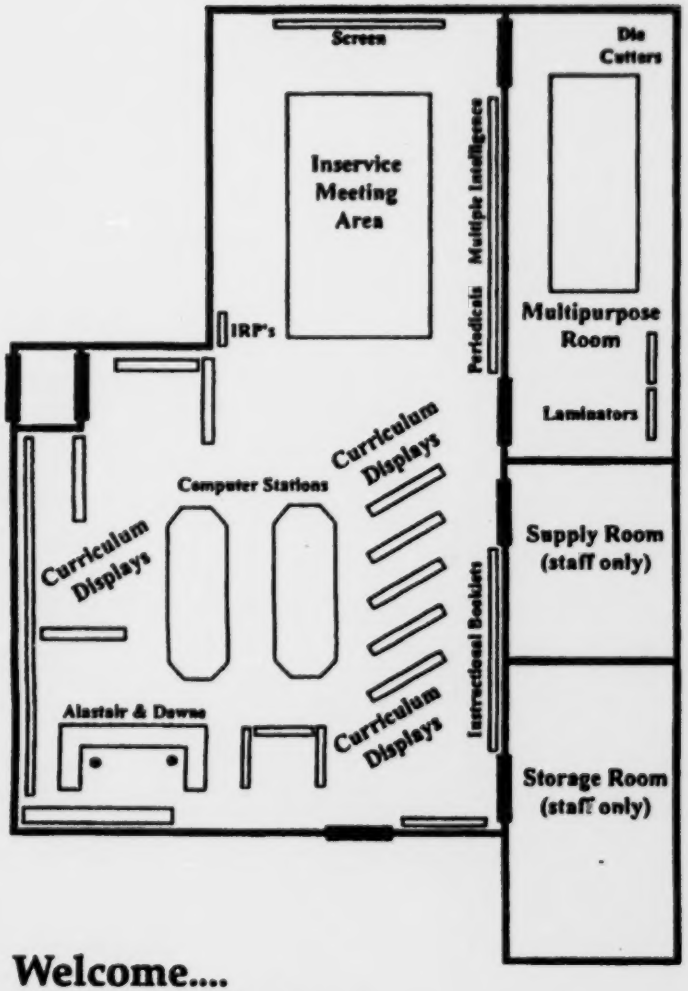
TEACHER CENTRE FLOOR PLAN



Welcome....
Come in and browse....

Keeping Learners at the Centre.

SURREY SCHOOL DISTRICT

School District 36, Surrey

TEACHER CENTRE

Curriculum & Instructional Services Centre
7532 - 134A St., Surrey, BC, V3W 7J1

Phone: 592-4211 or 592-4210 Fax: 590-2588
or visit us online at
www.sd36.surrey.bc.ca/sites/cisc/teacher.htm

HOURS OF OPERATION

MONDAY:	**8:30 - 4:30**
TUESDAY:	**8:30 - 5:30**
WEDNESDAY:	**8:30 - 5:30**
THURSDAY:	**11:00 - 7:00**
FRIDAY:	**8:30 - 3:30**

Arrivals after 4:30 welcome - *please phone ahead*
because doors are locked at 4:30 daily

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What is... the TEACHER CENTRE ?

THE PURPOSE - is to create a welcoming. stimulating environment for our educational community to enhance teaching and learning

- computer work stations for inservice/ training, on-line IRP's, the internet, and to preview new resources.
- identification, evaluation and selection of appropriate learning resources.
- professional and staff development opportunities
- maintain current grade collections display for curricular areas (text and multi-media)
- ordering information on Recommended Learning Resources

TO BOOK MEETINGS OR INSERVICE SESSIONS

call Alastair at 592-4211 or Dawne at 592-4210 or fax us at 590-2588 telling us your plans:

- the number of people attending
- purpose of the meeting
- equipment needed?
- technical assistance needed?

SERVICES

USE THE COMPUTERS:

- Preview new software
- TCI access (Textbook Centre Inquiry) - to the Ministry and District RLR data base
- Use the iMacs to browse the Net
- Scan photos or OCR documents

USE THE EQUIPMENT:

- Video/computer projector
- Televisions/VCRs
- Laminators - 25" & wallet size
- Die Cutters
- Memo pad maker

REVIEW THE GRADE COLLECTION:

Ministry and District recommended learning resources by subject. Review before ordering. Displays include:

- Assessment & Evaluation
- CAPP/Personal Planning
- English/Language Arts
- ESL
- Fine Arts
- Core French
- Immersion Francaise
- Information Technology
- Multicultural Education
- Math
- Science
- Social Studies (Secondary)
- Staff/Professional Development
- Student Support Services

PREVIEW EDUCATIONAL SOFTWARE:

- Many titles available

BROWSE THE RESOURCES:

- IRP and Support Resources
- Periodicals/Journals
- Instructional Booklets
- Preview videos
- "Reusable" section - *help yourself*

come pick up an instructional booklet * one free per visit

FURTHER INFORMATION...

HOURS:

Opening and closing times vary (see front). Safety regulations require outside doors be locked at 4:30, so phone ahead to arrange entry.

VISIT US ONLINE:

http://www.sd36.surrey.bc.ca/sites/cisc/teacher.html

CLA

Appendix 16.12

Position on Effective School Library Programs in Canada

Approved by Canadian Library Association Executive Council
November 24, 2000

A major goal of education in Canada is to develop students who are informed, self-directed and discriminating learners. To be effective citizens in a society rich in information, students need to learn skills which will allow them to locate and select appropriate information, to analyze that information critically, and to use it wisely. With the demands growing from across society for information literate and technologically competent citizens, there is a strong need for an educational program which emphasizes the information literacy skills that are crucial to the processes of critical thinking and problem solving.

The school library, and its instructional program, are essential components of the educational process, contributing to the achievement of these educational goals and objectives through programs and services that implement and support the instructional programs of the school. The role and responsibility of the school library lies in the development of resource-based programs that will ensure that all the young people in our schools have the opportunity to learn the skills that will enable them to become competent users of information. The school library also houses and provides access to resources in a variety of formats and in sufficient breadth and number to meet the demands of the curriculum and the varied capabilities and interests of the students. These materials provide the essential support for resource-based teaching and learning.

The school library program is most effective when it is an integral part of the instructional program of the school and when information and media literacy skills are integrated in a developmental and sequential way with subject-specific skills and content. The program is developed jointly by teachers and teacher-librarians who work collaboratively to plan, implement and evaluate resource-based units of study. Through such planned and purposeful activities, students learn how to retrieve, evaluate, organize, share and apply information objectively, critically, and independently. As well, they are given opportunities to grow intellectually, aesthetically and personally.

The school library exists within a particular context and is shaped by policy set at national, provincial and local levels, by professional standards and research, by educational objectives and curriculum requirements, and by the expectations of the administration, the staff and the community. Basic levels of support are required in order to develop library programs and services that are congruent with the educational goals of the school, the curriculum and the needs of the learners. Support from the provincial ministry of education, from the local school district, and from the administration and teaching staff of the school are all important to the success of the program. This support involves the development of policies and procedures related to the school library, and the provision of qualified personnel, multi-functional facilities, diverse learning resources, and an adequate annual budget.

Each of these factors has an impact on the richness of the program that can be offered. As the number of qualified teacher-librarians increases, services and programs become more extensive, and they affect the educational goals of the school more significantly. As collections of resources increase in quantity, size and scope, students' individual learning styles and needs are met more effectively. Adequate and consistent budgets ensure that school library collections remain current and capable of meeting diverse learning needs. The provision of provincial and district services support the program in the local school by enabling library personnel to spend more of their time working with teachers and students.

The role of the school library program in the education of our young people is a crucial one. As support increases, more effective program development is possible. As programs expand, the impact of resource-based learning on student achievement is more pronounced. All students in our schools should have access to effective school library programs. All our young people must have the opportunity to develop the information and media literacy skills they require to reach their fullest potential, to become independent, lifelong learners, and to live as active, responsible members of society.

Developed by the Canadian School Library Association, a division of CLA.

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MARCH-APRIL

Appendix 16.13 (2 p)

How to Lobby by Letter, by Phone, in Person

LOBBY:

NOUN: A Waiting Room

VERB: To try to influence legislators to vote in a certain way

We've been in the waiting room too long! Let's use our influence to make things happen!

Develop a Plan

1. Enlist support of all individuals or groups involved in, or affected by, the issue(s).
2. Organize a meeting of representatives of these groups.
3. At the meeting decide on the basic issue or issues involved. Focus attention on 2 or 3 issues. Too many issues discussed at one time limit effectiveness.
4. Involve influential people from your community in your campaign — councillors, the mayor, prominent citizens.
5. Study different methods of lobbying.

Decide the Methods

1. Letter Lobby: numbers count
   - Ask every member of every organization to write a letter.
   - Ask each member to get a friend to write a letter.
   - Write directly to the politician(s) or head of the corporation you wish to influence.
   - Prepare a sample letter.
   - Be brief, to the point. State what is wrong and what you would like to see done to remedy it.

2. Phone lobby: Again, numbers count.
   - Ask every member of every organization to phone; ask each member to get a friend to phone.
   - If you can, speak to the politician(s) or head of corporation. If you are "screened", leave a definite message, stating your views briefly. Don't ramble.
3. Personal lobby: Legislature, parliament or corporation.
   - Phone for an appointment.
   - Mention the topics you would like to discuss.
   - Have a copy of material you are presenting to leave with the politician (president).
   - Be prepared to provide background information — be informed.
   - Keep to the points you wish to discuss — don't be sidetracked.
4. Submission of a brief: In person, if possible.
   - Select members to prepare and present the brief.
   - Canvass members of groups for ideas or resource material.
   - Submit the brief to all parties who can wield influence in your favour.
5. A press conference will publicize your concern.
6. Establish a continuing contact in each of the media. Provide your contact with background information so that your position will be understood. Keep the contact informed.

Define the Target

1. Legislators respond to influence if it will affect their prospects for re-election. Lobbying techniques must reflect your ability to influence the vote.
2. Corporations respond to influence if it will affect their profit statements. Publicize your campaign to influence a corporation

Monitoring - How to Run an Observer Corps

1. You are not finished your lobbying process until concrete action has been taken on your issue.
2. Legislation lobbying
   - Arrange to have someone attend sessions of the legislature to listen to debate.
   - Try to establish a contact within each party who will let you know when they plan to speak to your bill.
   - Attend the committee hearings pertinent to your bill.
   - Keep notes of the proceedings. Be prepared to recommend to the group you represent, further action required.

- Be sure that the legislators know that you are watching them and listening to them.

- Write letters of thanks or approval when appropriate. Letters are the politicians' bread and butter.

Corporation Lobbying

1. Organize a letter lobby.
2. Write a personal letter to the president of the company asking for a report on action taken on your previous requests.
3. Make an appointment for a delegation to see the president — Ask for a report on actions taken.
4. Write letters of thanks or approval when appropriate.

Negotiation Techniques

In organizing for social change, individuals and groups must meet with the person who has the power to make decisions. Very often this person has had years of experience in handling confrontation situations. Following are some tips to assist groups pushing for social change in dealing with meetings.

1. Use the "common problem" approach. You are recognizing a problem and getting together in an attempt to solve it.
2. Your case must be strong enough to stand on its own merit. e.g. The United Nations Charter on Human Rights has been signed by Canada. Therefore all groups in Canada should promote and agree to its terms.
3. Present a whole document, embodying all items on which you are seeking agreement. Don't add on to the initial package. Establish your priorities beforehand, and know which items you are prepared to debate.
4. Be aware of their priorities. Some items may be easy or hard for them to provide. You can give up one hard item to obtain three or four of your items.

Keep Phoning! Keep Writing!! Until Something Is Done!!!

5. Establish regular meetings with the group. You can then introduce contentious issues gradually — prepare a mindset towards controversial innovations.
6. Learn to identify the leading personalities of the group with which you are dealing. Direct your persuasion toward these dominant personalities.
7. Never lose your sense of humour. Disregard personal remarks. Lighten the situation whenever possible.
8. Above all — be prepared. Know costs of what you are requesting and don't gloss them over. Justify them but don't cover up.
9. Select your best qualified and most experienced people to speak for you, regardless of their position in the group.
10. Anticipate the arguments of the group and be prepared to refute them.
11. Simplify your proposals.
12. Be flexible. Be sensitive to the reactions of your audience. Adapt your arguments to these reactions.

- *This material has been adapted from "Facing Down the Man" by Nancy Henley and is used with the permission of the Canadian Advisory Council on the Status of Women.*

Appendix 16.14 (2 p.)

EMERGENCY LIBRARIAN, 11:4

School Libraries — A Rationale

Future Our society is an information society—characterized by rapidly advancing technology and overwhelming change. Information available is now doubling every eight to ten years.

Technology *How should schools prepare students for an increasingly uncertain future?* This issue is raised frequently by concerned parents, by educators, and by the media.

Changes This creates serious problems for information users. For example, students need to learn how to separate the meaningful and useful from the irrelevant. The skills of "learning how to learn", the skills of lifelong learning, are necessary to prepare them to cope with change.

Democracy This preparation for life should be regarded as fundamental. Our commitment to a free and open society is dependent upon having citizens who are able to acquire and analyze information in order to make independent decisions. As the pervasiveness of electronic media increases, the individual's skill for analyzing information becomes more critical.

Bias Students must learn to detect bias, to evaluate information sources, to consider both sides of an issue. They must practice these skills throughout their education if they are to participate effectively as adults in our society.

Learning Styles Students practice these skills when they are taught using a wide variety of materials in a wide variety of ways. As well, the diverse needs and learning styles of individual students are best met when this approach to education is chosen. Not all of us learn best from the printed page; for some of us, other formats provide better ways to learn.

Gifted/Special This is true of all students, not only the gifted or special education student. The teacher and the textbook, once considered adequate sources of information, are no longer sufficient.

Deficiency *Are Alberta students being prepared for an effective role in their society?* Unfortunately, many students in this province are denied the opportunity to develop the skills necessary to participate fully in their society.

Effective Programs There are vast differences in the levels of school library development in Alberta. In some school districts, school libraries are seen as a priority. In such areas, students can select from a wide range of learning resources.

Appendix 16.14 (p. 2 of 2)

They are instructed in locating and using information by professional educators. Teachers and teacher-librarians co-operatively develop lesson plans, and learning activities for their students.

Lack Staff/ No Services

In some districts, although facilities and basic resources appear to be in place, the staff or time needed to plan learning activities is not provided. In other districts, no library services or programs exist.

Goal of Schooling

The third Goal of Schooling, as defined by the Government of Alberta in 1979, states that

"programs and activities shall be planned, taught, and evaluated... in order that students:

— develop the learning skills of finding, organizing, analyzing, and applying information in a constructive and objective manner."

Libraries Essential

School libraries are essential in ensuring that students "learn to learn". Students who have not had access to quality school library programs lack adequate skills to effectively use public and academic libraries and other information sources important for their work and for their personal lives. A viable school library program should be available to every student in Alberta.

Crucial Time

This is a crucial time in the development of school library services in Alberta. There are indications that students are graduating from school now without skills for either post-secondary education or lifelong learning.

Action

Action on this issue must begin now.

Elections

Although provincial leadership is critical, decisions regarding staffing and funding libraries are made at district and school levels. Municipal and school board officials are elected on October 17, 1983. Their positions on this issue will greatly affect the quality of education in our province.

- *The Learning Resources Council of the Alberta Teachers' Association was challenged to prepare a brief but clear rationale for school libraries. Their objective was to explain the critical function of school library programs in preparing students to become life-long learners who are able to cope with change, and who are able to fulfil their roles in society, both now and in the future. Contributors to this paper were Bev Anderson and Barry Eshpeter of Calgary, Kay Iseke of St. Albert and Sheila Pritchard and Dianne Oberg of Edmonton.*

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CURRICULUM VITAE

May 2001

Name: **Gerald R. Brown**, B.A., B. Ed., M. Ed., M.L.S.
Address: 3403 - 55 Nassau Street North
Winnipeg, Manitoba R3L 2G8 Canada
Phone & FAX: 204 - 284 - 5620
E- mail: browner@escape.ca

Educational Background

Teacher Certification, Brandon University 1956
Bachelor of Arts, Brandon University 1963
Bachelor of Education, University of Manitoba ..1965
Master of Library Science,
Western Michigan University 1968
Master of Education, University of Manitoba 1972
Additional selected studies in Leadership Development and Management at
Brigham Young University, Provo, Utah, U.S.A.
University of Victoria University of British Columbia
University of Alberta Nova University, Florida, USA

Previous Positions Held:

Winnipeg School Division No. 1
Chief Librarian, 1979 - 1992 (Retirement)
Education Consultant,..... 1965 - 1979
Classroom Teacher
Shilo, Mb. Grades VI and VIII classroom
and Music and Librarianship 1959 - 1965
Brandon, Mb. Grade VI ..... 1958 - 1959
Ninga, Mb., Grades V - VIII ..... 1956 - 1958

Professional Expertise:

Lecturing in all aspects of school library development, and staff training
including University summer and evening courses
Speaking and presentations at workshops and conferences across
Canada and in nineteen (21) countries around the world on four (4) continents
List available on request
Research and Writing on topics related to human resource development,
school library programme, and instructional services
70 + publications, on file with ERIC Clearinghouse, and
National Library of Canada
Facilitator, Mentor, Trainer: in communications; leadership development;
staff management, evaluation, and training
International experience as a consultant in the Caribbean, South Pacific
Sri Lanka, and Latvia

Membership in related professional associations:
AASL, ALA, ASCD, CSLA, IASL, PDK
Hobbies: Music, Swimming, Family History, Tutoring

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A blueprint for achievement

BELIEVE while others are doubting.
PLAN while others are playing.
STUDY while others are sleeping.
DECIDE while others are delaying.
PREPARE while others are daydreaming.
BEGIN while others are procrastinating.
WORK while others are wishing.
SAVE while others are wasting.
LISTEN while others are talking.
SMILE while others are pouting.
COMMEND while others are criticizing.
PERSIST while others are quitting.

— William Arthur Ward

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